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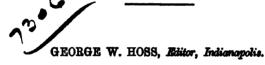
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PUBLISHED ON THE 1st OF BACH MONTH.

UNDER THE PATRONAGE OF

THE STATE TEACHERS' ASSOCIATION.

[Virtue and Intelligence—the Safeguards of a Republic.]



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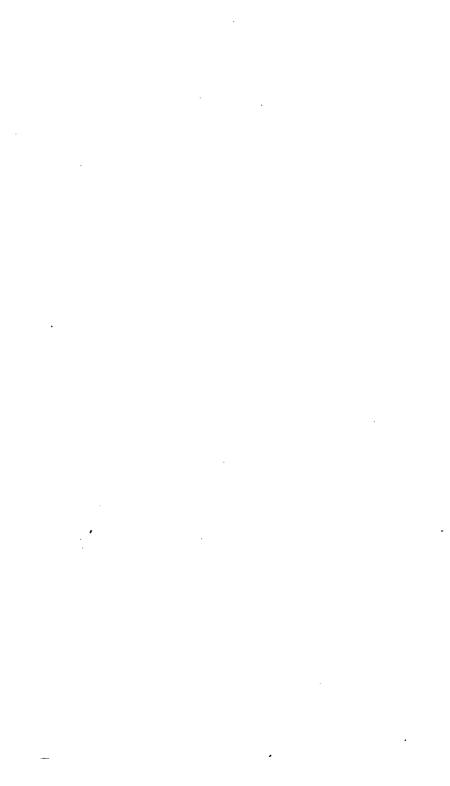
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JANUARY, 1863.

NO. 1.

STUDIES OF THE COMMON SCHOOL.

BY PREST. A. R. BENTON.

Or late years the question of the natural order of studies has been discussed much, and valuable truth has been elicited by the investigation.

Kindred with this subject, and of greater practical importance, in my judgment, are the questions with respect to what kind of studies are of greatest utility in the common school, and what should be the quantum of each.

That the course of study in the common school is not complete, or completely adjusted to the wants of those who can attend this grade of school, is an opinion, neither novel nor the offspring of an innovating spirit. This will be conceded by any one conversant with the development of the common school system, and the discussions pertaining to it for the last twenty years.

And is it incredible, judging from the past, that during the next two decades we may still more perfectly adapt our school system to the increasing and varying wants of the times?

We speak not now of the machinery of state, by which the educational crank is turned, but of those proximate means by which the best education practicable, can be secured to such as attend some but our common schools.

There is now, and for a long time must be, an immense number of children in the state who can attend only its common schools.—

The proportion that can pass through these schools into higher institutions of learning, is comparatively very small, though continu-

ally increasing. Therefore, the complex question presented, is, what is the most practical curriculum of study for the preponderating number, taking into account the age of those who attend, the time allotted to school, and the relation of their studies to their probable pursuits in life.

If our present course of study be practically perfect and complete, this article is illtimed and superfluous; but assuming that such is not the case, we venture to treat this topic, with the desire of making some suggestions of a practical bearing and value.

In the first place it is an unquestionable truth, that every well directed system of effort must propose to accomplish some definite object. To no department of human activity is this fundamental truth more applicable than to a system of education. Nothing can be more preposterous, than to institute a comprehensive system of educational appliances with no well defined object in view. To palter with the interests of this department, whether in the common school, the academy, the college, or the university, would exhibit a levity which should provoke the honest indignation of every well-wisher of his race. We do not intend to insinuate that any are obnoxious to such an imputation. But we do insist that in none of the activities of human life, is there greater necessity for a clear, definite, and precise object toward which all efforts, as teachers and patrons shall be directed.

This leads me to observe that there is no such uniformity of opinion in respect to the object of common school education as is generally supposed.

One of the most experienced, among our practical Educators, conceives the true object of this kind of education to be, the trying of experiments over the whole surface of society, as with a divining rod, in order to detect the occult fountains of genius, to bring them to light, and with them to fertilize the world.

Another claims that our system should be an "American system"; another that the true object of education is to discipline the mind to every form of mental activity; and still another that it should qualify a man for his prospective pursuit in life.

It must be obvious that if any one of these ends be followed to the exclusion of others, the result will be educational deformity, rather than symmetry and beauty. It is not true that our common school system was primarily made for ferreting out genius, though this may be done incidentally; nor is there any such thing as an "American Education," as contradistinguished from English or French Education; nor is it merely to discipline the mind in order to augment its power, without regard to its practical relations; nor yet is it to train the man for secular business without imparting some discipline to the mind.

In this matter it is important to bear in mind that our common school system, is a special and a partial system, when contemplated in its relation to a general and complete system of education. But in its practical workings at present, it must be regarded as a whole, in no way related to the Academy or the College; for the great mass of pupils do begin and end their course in the common school. Hence with reference to the wants of this numerous class, all its objects and plans should be devised and pursued.

The things therefore which should be learned, and the relative amount of study apportioned to each branch, ought to be determined by the needs of those who may never pass beyond the precincts of this Primary Department. Without this view constantly before the mind, there will be an effort to harmonize interests that are diverse and even conflicting. The case to be considered is, how can one best employ his time in study for three years or for seven years. The former is the scholar of the common school alone, the latter is he who takes a college course.

Granting that the more elementary studies must be the same for all, both in kind and degree, we soon come to a point where the road of progress branches into two directions; the one toward the higher studies of the common school; the other leads through the Academy and College. But because a lad cannot go to these higher grades of school, is it right or necessary that he be debarred from all knowledge of Philosophy, Chemistry, Physiology, Rhetoric and the practical applications of mathematics? We think not.

We may assume perhaps, three years as the maximum time of study in the common school, after the age of twelve, at which time Reading, Spelling, Writing, and the elements of Arithmetic and Geography may be understood in a tolerable degree.

What is the best course of study for the next six years, of which we assume one-half to be given to study? We maintain that this time should be given to studies of a practical import,—to those things which will enable him to become an intelligent observer, and worker in the common concerns of life.

Can it be possible that a student spends his time to profit in the

stale repetitions of Geography year after year, or in solving all intricate problems in Arithmetic, or in tracing out the mysteries and relations of x and y in Algebra, if thereby he is compelled to forego a knowledge of some of the most obvious and interesting phenomena of nature? Because algebraic analysis, and arithmetical puzzles may be captivating for the teacher, does that establish their practical value for such students as can attend only the common school?

After an elementary knowledge of Grammar, the elements of Rhetoric and Composition would be immeasurably of more practical value than arithmetical puzzles; and Wells' Science of Common Things than the intricacies of Algebra. That these things are more easily mastered, as well as of more practical use than an extensive mathematical course, cannot be successfully controverted.

A reform in respect to the subject matter of common school, instruction is demanded, and should be inaugurated by teachers; who have a clear comprehension of the relation of common school instruction to the wants of that numerous class, whose course has been circumscribed by its too narrow limits. The absurd and impracticable notion that the common school can prepare boys for college, and still perform its own proper work, should at once be discarded.

It is a system complete in itself, and should not be contemplated as a vestibule to a more spacious and superb edifice. It should be looked on as having a definite object of its own, established for its own specific and ultimate ends, to secure which it uses a judicious eclecticism, in the choice of such studies as will impart information as well as secure discipline, and will qualify for the intelligent discharge of the duties of the American citizen, rather than make theoretical dreamers and intellectual spendthrifts.

"He turns his craft to small advantage, Who knows not what to light it brings."

ISSUE OF BOOKS IN GERMANY.—In Germany were published in 1860, 9496 books, and 1861, 9.398.—Of these 1,392 related to Theology; 936 to Jurisprudence;—908, to Belles-letters; 838; to Education; 618, to History; 512, to Natural Science;—449, to the Fine Arts; 436, to Medicine.

DEBATING SOCIETIES.

"Full many a flower is born to blush unseen, And waste its sweetness on the desert air."

The immortal mind is the noblest work of God. Its improvement is the noblest work of man. All means which will successfully accomplish the important object, should receive our careful attention. Schools and colleges are indispensable, to develop the youthful mind, but we must not depend exclusively upon them; scholastic attainment being but the foundation upon which to build the supertructure. He that would be successful and leave

"Foot-prints on the sands of time,"

must devote his life to the improvement of his mind. Then let all be stimulated to study. Let self-culture become the ruling habit of life. Let its power increase with age, as the velocity of descending bodies is increased by the force of gravity.

Nothing so stimulates one to study successfully as to have a fixed, definite object in view-something to make a demand upon his mental resources; this can be accomplished in a high degree through the instrumentality of Debating Societies. In addition to the inestimable advantages to be derived from inculcating studious habits. many others flow from the same source. The maxim that "practice makes perfect," is as true in public speaking as in any other The masses of the people will never get sufficient experience in that art to enable themselves or others to form a correct estimate of their capabilities, unless they form societies expressly for the accomplishment of that object. Then let all who desire to improve their minds, increase their knowledge, and thereby augment their usefulness, unite in organizing debating societies in their respective communities, where at least one long winter's evening in each week may be spent in discussing topics of permanent interest. Prudence would dictate that subjects of a frivolous, partizan, or sectarian character, the discussion of which would wound or irritate the feelings of members, should be scrupulously avoided.

All that is necessary in most localities, is for some public spirited, influential citizen to take an interest in the matter. School teachers are generally of that class. Adopt something like the following programme: Call a meeting, at which explain the object—urge the importance of self-culture—encourage all present to unite in forming a society—discuss some familiar subject—appoint a com-

mittee to draft a constitution and by-laws and to report at the next meeting, and in a large majority of cases a permanent organization will be the result.

J. J. McCollister.

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WAS THE 80th IN THE FIGHT.?

BY D. E. HUNTER.

There were anxious hearts in Gibson
When the news first came to light,
Of the battle fought at Perryville;
That desp'rate, bloody fight.

Oh, how oft was asked the question,
From morn 'till weary night:
"Have you any news from Perryville?
Was the 80th in the fight?

But the news at first came slowly
From the "dark and bloody ground,"
And although 'twas sought for eagerly,
But little could be found.

'Till the lightning began to flash, And then it came to light, That the 80th was in battle, In the thickest of the fight.

Yes, the 80th was in battle, And like veterans they fought, Determined on a victory, Although 'twas dearly bought.

The gallant Jackson cheered them on,
And proud was he to say:
"I've Indiana soldiers
To fight with me to-day."

'Twill be many days in Gibson, Refore we cease to feel The loss sustained in batle, On the field of Perryville.

But we wait the brighter dawning Of a day which, come it must, Shall see our Country's enemies All leveled in the dust.

When the Stars and Stripes wave proudly, Over every sovereign State, And our nation still be recognized The greatest of the great.

Princeton, Ind., Nov. 1862.

SCHOOLS AND BUSINESS.

We commend to the attention of the reader, the sound and practical views of the following, at the same time suggesting that Learning like Charity should begin at home.—En

A practical man once remarked to us, "I was provoked the other day. My James came home from our district school, and said he had done studying Arithmetic. He had been through three times, could perform all the examples, and the teacher told him he would do. He need n't study it any more. Now I was, of course, pleased with this announcement. James is sixteen years old. But I tho't I would try him. So I said, 'James, there is a wood pile. I paid \$3.00 per cord for it. Now take this measure, and find its contents, and tell me how much it cost me.' Now, do you think, he could not do it? He could'nt begun to do it. He had'nt learned how. I say, I was provoked. James had been in school, teacher was popular; he was reported doing well, and was costing me some money out of pocket, besides his time. I had hoped some return. But now he could not perform one of the simplest operations of practical life. And yet his teacher said he would do. I began to think our common schools a humbug."

Our common schools were established to educate the people for all the ordinary duties and responsibilities of parents, neighbors, citizens; to make accurate business men; trustworthy public officers. Do they do it? We want facts, and ask our sober, observing men to bring them forward. Let us question our men and women, old and young, "who have received all of their education" in these schools. Let us see their hand-writing; let us see their spelling; let us hear them read; let us see their letter of busines or friendship; let us ask them to make out the town taxes, draft a bond or deed, cast the interest on a note running three or four years, and complicated by several partial payments. Do they do these things readily and "in good shape?" Very well, if they do. But did they acquire their skill in the common school, or in the severe school of active life? Now let us question them in Geography, English Grammar and United States History. Are they "at home" in these important things? If they are, did they gain their aptness in the common school? Now let us go to our men of influence in churches and political parties; to our skillful men in our factories, counting-rooms and banks; to our selectmen and other town officers; to our best farmers, who know their soil and what to do with it; to our master mechanics, who plan the work and execute it dextrously. Did they gain their knowledge and skill in the common school, or did they learn most of it afterward from other mastersfrom the strong-minded, parent the professional teacher, the merchant, artisan, or public officer with whom they served?

Many parents feel when they come to test their children, after their school days are over, somewhat as our friend above felt. And so do many feel, in after life, when they reflect how little of practical value they learned in the common school. But it is true, teachers cannot give brains to pupils. It is true that the teacher and the text-book, at the best, can lead the student but a little way into real life. But it does seem to us that our teaching might well be more proctical,—that it eught to show the young how to do, at least the most common things, to apply the most common principles in every day life. Our educators may plead rightly, that their great work is to teach how to learn; but let them not forget the ultimate object in training children should be to teach them those things they will need to know when they become men. Then our teachers must be practical men and women; (both, to make the work complete,) no novices in common affairs, apt in showing how to do what they teach.-N. H. Journal of Education.



Practical Teaching.

P

TO YOUNG TEACHERS.—No. 4.

BY THE EDITOR.

MEANS OF PROFESSIONAL IMPROVEMENT.

In our last article, we noticed under this head, Normal Schools, Institutes, and Educational Journals. In this we propose noticing,
BOOKS ON TRACHING.

First allow us to say, it is our deliberate conviction that there is a grave and wide-spread error among us as teachers relative to the worth of books on teaching. This error consists in an under-estimate of these books, consequently, to a degree, in a neglect of them. It is not unusual to meet with teachers who have taught one, two,

sometimes even three years, who have never read a work on teaching. This is a grave error. We will not call it indifference, for we do not think it such, at most, it is not generally such. It is simply an error—an error growing out of the too general belief that there is no science in teaching, henc no need of books treating upon the subject. This as above said, we regard as an error—an error grave and injurious. Hence if our view of the matter be correct, it becomes necessary that we give attention to these books. Hoping therefore, young friends, that you will give attention,—early and earnest attention to these works, we name a few whose merits we commend from personal knowledge. Of such we present the following:

•				-
Northend's Teacher's Assistant,	-	-	Price	\$ 1.00
Ogden's Science of Education and	Art of	Teaching	, -	1,25
Abbott's Teacher,	ı -	•	-	1.00
Holbrook's Normal,	-		-	1.00
Northend's Parent and Teacher,	-		-	1.00
Page's Theory and Practice of T	eaching	-	-	1.00
Calkin's Object Lessons, -	-		-	1.00
Welch's Object Lessons, -	-	-	•	50
Lillenthal and Allyn's Object Le	essons,		-	25
Cowdry's Moral Lessons, Part 1	st.,		•	3 3
	d.,		-	63
Miss Beecher's Physiology and	Calisthe	nics, ·	-	5 0

—Please observe, we have named but few, and designedly so, and for two reasons; 1st, to prevent that discouragment which sometimes comes over us on seeing a long list of books, inducing us to say, since we cannot get all, we'll get none; 2d, that you may get but few at a time. Indeed, if you will allow our advice, we would say get but one at a time. Then read it nightly, or better, (but we have no adverb,—but will make one for the exigence) eveningly, and practice it daily in the school-room, keeping a memorandum of results. By the end of the first quarter, if you are an earnest teacher, you will have gone through the book, and its contents will be yours,—yours not in theory, but in practice, inwoven and inwrought into your own system of teaching. This done, you are ready for another, and thus onward until you have read all that are necessary; until you can perhaps write one for yourself.

Further, these are not all the books you will want as you advance; these are for you while you are "Young Teachers." Neither is it indispensable in all cases that all of these be read. Some of them

run largely in parallels with others, yet each contains some things that the others do not.

For your conveneince, we may remark that these books can all be procured at the Indianapolis book stores. Second, at least two of these works are in some of the Township Libraries, namely, Abbott's Teacher and Northend's Parent and Teacher.

In conclusion, allow us to remind you that there is more in the reading than in the buying of these books; more in having them in your head than in your library. Hoping you may have the means to buy and the time and inclination to read these or other works, we commend the subject to your careful consideration.

HINTS ON TEACHING PENMANSHIP.

BY JAMES W. LUSK.

[These articles were originally prepared for and appeared in the Ohio Educational Monthly. Says Mr. White, the editor of the Monthly, "Mr. Lusk has been a teacher of penmanship for upward of seventeen years. As a business penman, he is second only to Prof. Spencer, his old teacher, with whom, he is now connected as Associate Author of the Spencerian System of Penmanship."

Teachers, we invite your attention to these articles—ED.]

Two things are essential to the acquirement of a legible and rapid hand-writing, viz: Correct Form and Correct Motion. The former is learned by a mental process of comparison aided by the sense of sight. The latter is to be acquired by proper training of the muscles employed in writing, and is within the reach of every one who will commence at an early age. As each of these subjects will be specially treated in future numbers, but little time and space will be given to them in this article.

The movements, so essential to rapid execution, are almost wholly neglected in Public Schools; and the result is, that, in seven out of ten cases, boys who learn a copy hand by the slow process, abandon it, when, in business transactions, they are pressed to write rapidly.

Boys can be taught to write legibly and rapidly at the same time, and they should be so taught in every school.

We all admire a neatly and correctly written copy book; but

when it is done with cramped positions and at the expense of free motion of the fingers and forearm, it avails but little in point of utility. Sometimes too much stress is placed upon the printed copy and too little use made of loose paper in learning to write. One lesson each week, at least, should be given to exercise upon loose paper or a blank book. Copies may be written upon the blackboard by the teacher and copied upon the blank paper by the pupils, the teacher changing the models as often as necessary to keep up the interest of the pupils in their work. Let the exercises be very simple at first, each one tending to develop a particular object. Any teacher of ordinary experience can arrange a series of exercise copies adapted to any grade of writers. The teacher must be attentive to the class in all respects and energetic in the performance of his task, otherwise the children will soon loose interest, if they ever had any. In order to attain the highest results, muscular training must be frequent and energetic.

Much of the time usually devoted to writing during the first three or four weeks of the autumn term of school may be profitably spent in exercising upon the blank book or loose paper, thus fitting the hand to perform with more freedom and exactness when the time arrives for writting in the copy books. After an exercise has been completed, the loose paper or blank books can be collected and examined by the teacher, such criticisms being made as will stimulate the pupils to better effort next time.

This method of procedure imposes much labor upon the teacher, but, if carried out properly, it will produce good results. Children must be restrained in their tendency to scribble, and encourged to work earnestly to some purpose. The object of any particular movement should be explained, so the pupils will know what they are seeking to gain.

Every teacher should be able to write well upon the blackboard, and illustrate to the class correct, as well as erroneous, forms at intervals throughout the lesson. If any teacher is afraid to expose his faulty writting to the criticism of the children, he should lock himself in the sehool-room after hours and practice upon the board until he is able to execute letters with precision and confidence before his class.

POSITION OF THE BODY.—Either the left or right side may be turned obliquely towards the desk, the former being the better position

when the desk is sufficiently wide and high to admit both arms and the book to be placed upon it in a proper manner.

The body should not bend, but lean forward, until the eyes are eight to twelve inches distant from the paper, the feet being placed first upon the floor in front of the body, pointing with the slant of the letters. The feet upon the floor and the left arm upon the desk. support the body in a graceful and steady attitude.

The position of the book should be oblique, relative to the desk and body, with the right end farthest from the lower edge of the desk, and always removed far enough from the body to give the right arm, near the elbow, a resting place upon the desk. As the pupil writes down the page, the book should be removed away from the body instead of drawing the hand backward and changing the resting point from the arm to the wrist or hand. A sheet of loose paper, ruled the same as the book, if it can be had, should always accompany the book, to be used as hereafter explained.

Position of the Hand and Pen.—The wrist and arm should fall



obliquely upon the desk and paper, while the hand and penholder are nearly at right angles with the ruled lines, the hand resting and sliding only upon the nails of the third and fourth fingers. The natural position of the hand and pen, as employed by

the best buisness penmen everywhere, is represented in the diagram above, the penholder resting upon the second finger opposite or a little below the upper corner of the nail. If any pupil is inclined to bend the second finger under the holder too far, the tendency can be counteracted by placing the *side* of the finger against the pen, a position preferred by some teachers. The penholder should cross the fore-finger opposite to or just forward of the joint connecting with the hand, and be pointed over the arm near the shoulder.

To aid in confirming the pupils in a correct position of the hand and pen, the teacher should give daily practice upon some simple exercises upon loose paper, as sliding the pen across the paper right and left, or passing the pen rapidly and many times around in the lines describing the capital O, or tracing the copy with a dry pen, counting audibly the number of movements in any principle or letter, that the whole school may move their pens in concert. The simplest exercises should at first be given, as difficult forms will

draw the attention from the object sought after-the true position of the hand and pen. The teacher should give undvided attention to the pupils during this exercise, as well as all others. When the pupils find that they are able to move the pen easily over the paper, holding it correctly in these exercises, they will feel encouraged to try more earnestly while writing the forms of letters and their combinations.

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When everything is ready for the lesson, the teacher should go to the black-board, draw upon it the three elementary lines above represented, (oblique straight line, Fig. 1, concave curve, Fig. 2, and convex curve, Fig. 3,) and explain their application to one or more of the following principles, and the application of the principle to the structure of letters. The i, u, w, e, c, r, t and the right half of a and d may be used as examples.

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Too little attention is usually given to the oblique straight line as employed in forming letters. It is the standard down stroke of all the small letters except s, and should be practiced upon thoroughly before combining it with other lines to form principles or letters. The pupils need words of encouragement while writing after this simple line, hence a few hints in regard to its application to letters may be often given. Pupils are as a general rule, willing to practice upon anything which will lead them to practical results. The teacher should draw upon the black-board a quadrant, and illustrate to the pupils the straight line upon different degrees of slant, combining it with the second element-concave curve-showing the awkwardness of the letters when it leans too far to the right or left of the standard slant which is about 52° from the ruled line of position, as written by the best business and professional penmen. this explanation, the pupils are directed to write the oblique straight line upon the sheet of loose paper. While they are doing this, the theacher should pass around the room and detect the more prminent errors, then return to black-board and illustrate the faults in regard to the slant, thickness and length of the line. The attention of every pupil should be directed to the board whenever an explanation is given, otherwise the efforts of the teacher in this direction will avail but little.

When the pupils have formed the line correctly upon the loose paper, the teacher can direct them to write a specified number of it upon the Copy-Book, returning to the loose paper as soon as the work which they have been directed to do upon the book has been per formed. After the work upon the book has been examined and the more prominent errors pointed out by the teacher, the pupils are again directed to write upon the book as before. Thus they alternate their efforts upon loose paper and the book, writting upon the book nothing in kind or quantity but what the teacher dictates.

The following may serve as a rule for beginners:

The oblique straight line has a uniform slant of fifty-two (52°) degrees in all the small letters except the left half of x, and should be of uniform thickness in all the short letters except in T and D, when it may be twice its usual thickness.

After the page of straight lines has been written, the second elementary line—concave curve—may be joined to the direct line at the bottom, producing the turn as short as possible without stopping the motion of the pen, producing the FIRST PRINCIPLE found in the foregoing figures. The teacher should pursue the same course in dictating to the pupils the quantity to be written and the practice upon loose paper as in writting the first copy or page.

A vast amount of time is wasted in this department of instruction, by not classifying the pupils as in other studies. In large schools but little can be accomplished by attempting to teach pupils individually; they should be taught in the mass and one thing at a time, all the pupils performing the same exercise at the same time. This concert of action affords more time for the teacher to give general as well as special explanations, and excites in the pupils an enthusiasm and desire to excel which usually results in the most desirable progress in their penmanship.

Examiners' Department.

TO THE TEACHERS OF DEKALB COUNTY.

CIBOULAR.*

The state of public education in DeKalb County, though improving, is still too low. It need not be said that very much dedends upon the character and qualifications of our teachers, to elevate the standard. Both people and teachers need to form a more exalted estimate of the importance of public education, and the still greater importance of making such education what it ought to be. To aid in this, the School Examiner and County Superintendent addresses the Teachers in this Circular, and urges some general principles, and directs to a few methods of improvement.

It cannot be too strongly impressed upon your minds, what you undertake to accomplish in educating the youth of our land. What is it, if not to develop harmoniously, mature, and guide aright all the innate powers, and susceptibilities of the soul? If intelligence and virtue are means of influence, then our teachers should be well informed, virtuous, and apable of guiding the youth under their care in intelligence and virtue. They should have moral earnestness. You cannot form too high a conception of the dignity and usefulness of this vocation. Make it your business to excel in every form of knowledge. General inteligence, and gentle and winning manners, enter greatly into the sum of your qualifications.

For what do you suppose the law requires a good moral character in its common school teachers, if it be not that they may be guides in virtue as well as knowledge? The following counsels are therefore earnestly recommended to your notice:

1. Be studious. Form habits of study and observation. Have a specific plan to guide you in the pursuit of knowledge. Be systematic and persevering, in filling up the outlines of knowledge. Study the right kind of books: not the magazine romances that, like the locusts of Egypt, infest the land, but useful literature and science. Keep a manual of school knowledge constantly before you. Be neat in your dress and personal appearance, and polite and courteous in your address.

II. In the government and discipline of the school regularity and system are of great importance. You cannot succeed without these. If, for a single day, you direct your attention to the time lost, and the bad habits forming, through want of system, you will see its vast importance. Take such a view, and you will be surprised to find how much of your time and energy are wasted. As the best general preparation for a teacher is intelligence, guided by discretion, virtue and earnestness, so the best general principles of discipline and government, are to be found

^{* [}Not sent for publication, but inserted because of its merit.—En.]

in the elevation and dignity of your own character and deportment. Let your own moral character, intellectual elevation, your gentleness, decision, dignity and affability, be constantly shown before scholars, as a burning and shining light. Teachers who habitually box their children on the ears, knock them on the head with a book, cuff and scold them, can have no just conception of the nature of education, and are in fact unfit for their exalted position.

III. Be careful to add constant moral instruction with the school exercises. If children have consciences, they ought to be enlightened and cultivated, as well as their minds. Religious instruction is desirable. Morals cannot well be taught to children, without teaching them to fear God, and keep His commandments as the means of a happy and useful life. The State Superintendent of Public Instruction, as the agent of the State authorities, recommends that the sacred scriptures be daily used in our public schools, as an important help in this moral instruction. If the State Legislature provides moral and religious instruction for the convicts in its prisons, for its soldiers and sailors, is it not a fallacy to suppose that it designs to exclude it from our common schools? This instruction may and can be imparted, and must be, if at all, without any interference with the cherished opinions of any particular denomination of Christians.

IV. Love the work of a teacher in all its arduousness. Keep some approved author on education constantly on hand for study and reference. Take a standard educational periodical. Our own State School Journal, under the patronage of our own State Teachers' Association. should have, as it deserves, the preference. If you have never attended a Normal School, or Institute, do not. for any length of time, deprive vourselves of these advantages. To help you in this, our County Board of Commissioners has made a small appropriation, to aid in holding an Institute this coming fall. If you co-operate with them, and use this privilege diligently, it is hoped similar help will be furnished hereafter. Do not say that your wages are two low to admit such an expenditure. Be earnest. Cherish the spirit, and adopt the course recommended, and you may demand, and will receive higher wages. Our citizens have discernment. They will not let you advance alone. If they do, they and their children, and not you, will be the losers. But they will not: and both will rise together and both together will be co-workers in this ennobling vocation. EDWARD WRIGHT.

School Examiner, DeKalb County.

PROCEEDINGS OF THE NINTH ANNUAL MEETING OF THE INDIANA STATE TEACHERS' ASSOCIATION.

REPRESENTIVE HALL. Indianapolis, Dec. 29, 1862.

The Association was called to order by the President, Dr. Nutt.-The introductory exercises were the reading of a portion of the 1st chapter of Proverbs; music by Prof. Suffren and members of the Association, and prayer by Rev. R. T. Brown.

On motion of Mr. Shortridge Messrs. H. H. Young, J. B. Mallett. and Pleasant Bond, were appointed Assistant Secretaries.

On motion, E. S. Green was elected Reporter for the Indiana State Sentinel, Cyrus Smith, Reporter for the Indianapolis Gazette, and Mr. Bush, Editor, Reported for the Indianapolis Journal.

On motion, a committee was appointed to enroll names and obtain new members.

Messrs. Shortridge, Hadley, Rice, and R. T. Brown were appointed said committee.

Mr. Vater presented the propriety of making a detailed report of our proceedings in the School Journal, and moved that the Association appropriate \$25.00 to the Publishers for enlarging said Journal at least one-half, so that it may contain the entire proceedings of this meeting. Mr. Vater said that Eastern Journals sometimes appear with such full reports as to present the substance of all that was done at these State meetings, and Indiana teachers may just as well have a full report as a meagre one. The suggestion was adopted.

Prof. Hoss. Editor of the School Journal, remarked, that, but for the extraordinary rise in the price of paper, the proprietors would. not accept anything from the Association.

On motion of Prof. Hoss, a committee of three was appointed on. resolutions, to whom all resolutions are to be referred.

Messrs. G. W. Hoss, Hiram Hadley and E. P. Cole were appointed such committee

Reports of members of Institute Committee were called for. No reports were made from the 1st, 2d and 3d Congressional Districts. W. H. Powner, of the 4th District, reported that, in consequence of the military excitement, but one Institute had been held, and that in Decatur county, continuing five weeks. Forty-seven members were in attendance. The object was to give an opportunity for a

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thorough review of the six branches. Institutes held only a few days do not accomplish this. At no previous time has there been so much educational interest manifested by the teachers as at present, and if the difficulties that have retarded our progress during the past year shall pass away, a like progress may be reported in every county in the 4th District.

Hiram Hadley reported for the 5th District; said that he objected to his appointment one year ago, because he had a plan which he deemed more efficient, consequently he held a Normal Institute in Richmond for a term of six weeks. The average attendance was over one hundred. They had regular class recitations and lectures. The Institute was a success.

No. 6. Prof. G. W. Hoss reported as follows:

1st. an Institute held in Marion county; 45 members; best he has attended; term two weeks. The second Institute was held at Tipton. Term, one week; attendance, 12. The third, Parke county, term, I week; members, 42.

Fourth—Putnam; term, 1 week; members, 18. Interest commendable. Fifth—Hancock; term, 3 days; members, 16.

Number of teachers attending Institutes, greater than at any previous year, and interest excellent.

Seventh, eighth, ninth, tenth and eleventh Districts not represented.

Prof. Hoss moved that a committee be appointed to nominate teachers who are to hold Institutes in each District. The motion prevailed, and the following committee was appointed:

G. W. Hoss, W. H. Powner, and T. J. Vater.

Mr. Todd moved that a committee of three be appointed to nominate Editors for the School Journal. Carried.

Committee-Prof. Todd, J. H. Brown, and Prof. Rogers.

Prof. Todd offered a resolution that clergymen be invited to take part in the deliberations of this meeting.

Dr. Brown thought it would be pleasant to have the co-operation of clergymen, but while teachers pay a fee for their membership and privileges, he was in favor of having the dollar from clergymen as well as their company.

Mr. Bronson amended by saying all friends of education. Carried.

Prof. Hoss moved the appointment of a committee of three to nominate officers for the Association for the ensuing year.

Mr. Hiatt thought that as nominations of committees are usually taken by the Association, and that one man, or a few men have

power to keep the offices in the hands of a certain class, to the exclusion often of merit and claims, it would be better to select officers by public nominations.

C. Smith said the choice was not always in accordance with the wishes of the Association. When the nominations are reported, if any lady or gentleman suggest others, the Association should consider the suggestion and vote accordingly.

G. P. Brown moved to amend the motion by saying a committee of five to report a method of electing officers. The amendment prevailed, and Messrs. G. P. Brown, C. N. Todd, A. C. Shortridge, J. M. Olcott, and E. J. Rice were appointed said committee.

Mr. Brown, at his own request, was excused from serving on the above committee, and Hiram Hadley was substituted.

On motion of Mr. Hobart, the Association agreed to appoint a daily critic. The Association appointed for the evening, Mr. Hobart.

On metion of Mr. Vater, the Committee on Method of electing Officers were ordered to report to-morrow morning.

On motion of Mr. Bronson, the Secretary read that part of the Constitution relating to the election of officers.

The Chairman of the Executive Committee reported in answer to inquiries, that in order to get a free pass home, the railroad managers required certificates of membership and attendance during the meeting.

On motion of Mr. Bell, the following committee was appointed to arrange the programme for the reunion, viz: Bell, Vater, Hoss, Miss Elliott, and Mrs. George P. Brown.

On motion of Mr. Olcott, the Association adjourned till 7. P. M.

EVENING SESSION.

The Association met at the appointed hour; Vice President G. P. Brown in the chair.

Opened with prayer by Rev. G. P. Tindall.

The choir sang an anthem, and the President, Dr. Nutt, delivered his Inaugural Address. He thanked the Association for the honor conferred upon him in calling him to preside over the deliberations of so intelligent a body of men and women as the teachers of Indiana. The text was "The Importance of Inculcating Right Principles of Action." He said mankind are divided into two classes: the school of interest, and the school of right. Temporal interest governs the former, principle the latter. Ancient and modern history proved that the school of interest had governed the most prominent

scholars and statesmen, especially modern statesmen, who decide all questions on the ground of utility.

This is an age of shams. We have sham lawyers, doctors, judges. Our parties degenerate into factions, governed by self-interest.—
Leaders are too often elected for tact, not merit, and such men appeal to the lowest passions of the masses. The one who can dive deepest into the cesspool of political chicanery is generally most successful. Nor is the church wholly exempt. There are politicisms in the church, and it is hinted that the clerical wire worker can out-wit all others, but this is by no means the fact. Yet true success rests with him who bases his action on principle.

On teachers rest a great responsibility for the rescuing of the youth of our land from political degeneracy. Teach them to be true, noble, patriotic, worthy sons of their patriot fathers. By the triumph of truth shall peace visit us again, and this our favored republic assume the leadership of the nations.

At the close of the Address the choir sang impressively:

The Association voted to take up the order of Miscellaneous Busi ness, and the Chairman of the Committee on Method of Electing Officers announced his report ready. The report was received, and, on motion of T. J. Vater, was considered by sections.

The following is the report as adopted:

The Committee on "Manner of conducting elections," respectfully report:

I. That the President of the Association appoint a committee of five; also, the Chairman of the Executive Committee appoint another committee of the same number. These committees shall be known as the Nominating Committees.

II. It shall be the duty of each of said committees to nominate for the Association a complete ticket. We shall thus have twice asmany candidates as there are officers to be elected, unless both com-

mittees should nominate the same persons.

III. From these nominations the officers of the Association shall

be chosen by ballot, in the following manner:

1st. The names of the nominees of both shalf be printed on one paper, so that members may erase those whom they do not wish elected.

2d. At (blank hour) on Wednesday, the regular business of the Association shall be suspended, for ten minutes, during which time the Chairmen of the two Nominating Committees shall collect the tickets previously prepared by the members. No votes shall be received after the expiration of the ten minutes.

IV. It shall then be the duty of the Nominating Committees to

count the votes, and report the result to the Association.

V. The number of persons requisite to fill the various offices, who shall have received the greatest number of votes, shall be declared elected.

On behalf of committee,

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R. T. Brown offered the following resolution,

Resolved. That a committee of three be appointed to report resoluzions in reference to the disastrous effect of our national troubles on the educational interests of this State.

Adopted.

Committee-Profs. Brown, Mills, and Hobart.

The critic made a report⁹ of errors in language, and crudities of style and manner, creating much mirth.

On motian, the Association ad ourned till 9 o'clock A. M. Tuesday §

SECOND DAY.-MORNING SESSION.

TUESDAY, 9 o'clock A. M.

The Association was called to order by the President. Prayer by Rev. Mr. Hay, and singing by the choir. The Minutes were read, and with some alterations, adopted.

The President appointed the following committee to nominate officers:

Profs. Mills, S. T. Bowen, E. P. Cole, J. G. May, and W. H. Powner. The Chairman of the Executive Committee announced the following committee for the same object:

G. P. Brown, J. B. Mallett, R. M. Johnson, Cyrus Smith, and J. M. Olcott.

Hiram Hadly moved that these two committees report the first thing this afternoon. Passed.

E. J. Rice, of Newcastle, read a paper on the Duty of Teachers in regard to the Health of Pupils, which was an earnest and concisely written plea for physical education. The teacher should not only instruct the child in regard to the laws of health, but the parent, as a large share of the evils which undermine the health of children lie within the control of the parent. Among these, are injudicious location of school houses near marshes, or on dusty highways; school rooms too low, badly ventilated; sessions of six or seven hours, instead of four or five hours at most, which should be varied with physical exercises, accompanied by music.

The paper will probably appear in full hereafter.

The paper was discussed as follows:

Dr. R. T. Brown said: "I have the honor of having started the ball that is now rolling through the country in relation to this subject. The Association will recollect that I delivered an address upon this subject in 1856, when the Association was in its infancy. I am an enthusiast upon this subject. Its importance is so great that I was induced to write a series of articles, which appeared in the School

Journal; and I will excuse the writer from any attempt at plagfarism, notwithstanding nearly the same ideas were expressed in the paper as I had written for the Journal, and much in the same language; but when two men think upon the same subject, as they should, they will think alike.

There are three important things to be considered in relation tothis subject—air, exercise and diet. Parents are wrong on this subject; we must educate them. Children under twelve will do moreby giving them one hour to study and one to exercise, alternating. Under seven, they should not be kept in school at all. The air in the room is often so vitiated by ill ventilation as to render study on the part of the pupils impossible. Early in the morning the student is bright, recites well, but as the air becomes impure he grows sleepy and dull, consequently fails in recitation, and the teacher inflicts greater punishment by keeping the pupil in during recess to learn the lesson on which he failed. Turn him out and let him rompthrough the grove, ever hill and dale, he will then be prepared for study. Our school house grounds are too small. There ought to be at least ten acres of grove around the school house. I am in favor of gymnastics, but I think there is much good gymnastics in a cord of wood.

Prof. Shuck, of Hartsville, remarked that it is unplement to educators that in winter we have hundreds of places where the brightest hopes of parents are to dwindle and die—that we are often instrumental in shortening the days of those we are to instruct. We should endeavor to enlighten the people to the importance of health and how to preserve it. To this end he would recommend such works as Miss Taylor's. &c.

Prof. Bankin said that, through necessity, they made a change in Madison, so as to keep the children in two and a half hours a day, enabling a teacher who had eighty scholars to divide her school and teach only forty at one time. It had been found that more good was accomplished by the plan than five hours a day with eighty scholars.

J. Hiatt liked the paper read by Mr. Rice, but it had one fault at least; it said nothing about diet. We may talk of gymnastics and wood piles, yet if we neglect to look after what was eaten, which is often positively poisonous, we are not true reformers. He believed a good means to reform this evil is physiological lectures, and hoped that this Association would take some steps toward accomplishing the desired reform.

Mr. Phelps, of Wisconsin, claimed that, as a farmer from the country, he was prepared to answer for the country.

We now have too few hours of school in Indiana. When we have more days to teach, it may be reasonable to talk of lessening the number of hours. The best way to teach farmers the importance of health, is to send out teachers who are healthy. Let the people see that you are what you advocate. Show them that you understand what Physiology is. Probably ill health is produced more generally not in the primary school, but in the academic and college course. Another evil not mentioned in the report or discussions, is an unnatural attitude. Scholars who sit in cramped positions, bent over, cannot have good health, and strong muscles and lungs, whatever be the location and temperature of the school room.

By request of the Association, Mr. Wells spoke, saying he had listened with great pleasure to the paper and remarks; had seldom listened to a discussion where so little crude, and so much good, was presented. This is an important subject, and underlies all others. He thought with Mr. Phelps, (the Gentleman from the country,) that posture is an important thing to be considered. He had been accustomed, in Chicago, to have children march to the sound of music, and thought that when our houses and desks—(hoped that friend Rankin would cure this evil)—are better arranged, that much good could be accomplished in this way.

In regard to ventilation, much had been said. He thought the reform was working well. He showed how a good ventilator may be made, by having an opening under a stove, enclosed in a cylinder of sheet iron.

In reply to a question, Mr. Wells said there is an impression that ventilators should be near the top; but thought that there is no good reason for this plan. A common stove enclosed in a cylinder of sheet iron is best adapted to ventilation.

Dr. Brown was glad to hear such statements from Mr. Wells. It was the first time within ten years that he had met an opinion in harmony with his views on the subject.

He then explained the philosophy of this method of ventilation. The cold air is driven out through low ventilators by pressure of the volume of warm air generated by one stove and cylinder.

J. B. Follett thought some sure method of knowing the temperature was desirable, and suggested thermometers which could be had for 75 cents. Stoves are generally too small, presenting too little surface;—when heated red hot burn up the oxygen and render the air unfit for breathing. We should extend surface in pipe, and arrange our windows so as to secure circulation of air, through every part of the room. Exercise is worse than quiet if the air is impure.

A paper on Visiting Duties of Examiners was read by Hiram Hadley, and will appear in the Journal.

After a recess of ten minutes the Association proceeded to the disscusion of the paper.

Prof. Shuck remarked that parents do not appreciate the importance of education. The farmer is interested in raising corn and hogs, the mother in raising her chickens and turkeys, but never is she seen at the school room to see how the intellectual and moral culture of her child is proceeding.

Prof. Cole said although he lived under the shades of the University, it is a dark part of Indiana. In 1850, in Monroe county, there were five hundred voters who could not read the names on their ballots. I visit all the schools once in two years, there being 65 in the county. I go to the township trustee and take him with me to each school,—allow each teacher to continue his regular course of exercises—praise the pupils if they deserve it. If the teacher needs criticism he renders it privately. Has succeeded in eliminating fifty teachers, who are incompetent. He always holds an Institute in the latter part of August.

Prof. James G. May, of Salem, thought that as he had not been present at the Association for two years he might be considered an unfaithful member. But he had been trying to advance the cause. He had attempted to hold Institutes in his district, and had addressed the School Examiners, inviting them to come and aid him: but only two had answered him, and consequently, as he could not get the Examiners to work, he could not hold many good Institutes. Examiners had neglected their duties, and teachers will not try to improve themselves when Examiners do not require it.

Prof. Stewart, though not an Examiner, was more deeply interested in this matter than any other yet presented. It is important, because it is the guard which we must pass before we enter the profession of teaching. The Examiner in his county is a practising physician, and has no special interest in the cause of education. He thinks that Examiners should be practical teachers, and interested in the cause, and then we shall have no licenses granted for other reasons than merit.

Prof. Olcott presented a series of resolutions in reference to the death of Rev. S. R. Adams, which, on motion of H. H. Young, were referred to the Committee on Resolutions.

The Association passed to Miscellaneous Business.

Mr. Todd reported names for Editors of the School Journal.

After some discussion, on motion of C. Smith, the report was referred back to the committee for further consideration.

Mr. Hadley offered the following resolution:

Resolved, That the Department of Mathematics in the Indiana

School Journal be dispensed with for the next year, and a Department of Primary Instruction be substituted, having a special Editor. Adopted.

Mr. Bronson offered a series of resolutions, which were referred to the Committee on Resolutions.

On motion, the Association adjourned.

AFTORNOON SESSION.

2 o'clock, P: M.

The Association met at the appointed hour, and united in prayer with Dr. Wood, of Greencastle. Excellent music by the choir, and large attendance.

W. H. Wells, of Chicago, then addressed the Association on Orthoepy and its representation. He sketched at some length the progress of the analytical system within the last two hundred years.-As the world is governed by fashion, this system has been subject to Although fifty years ago, Pestalozzi based his system on analysis, he was not able to make it popular. Even in 1830, the best educators could not establish the fashion of analysis, and it fell back till ten years ago. Object teaching has grown up mostly within the last five years, and there was danger of its being carried to excess. in arithmetic was introduced forty years ago, by Warren Colburn, in his system of Mental Arithmetic. Analysis in grammar has been introduced within the last fifteen years, first through Andrews and Stoddard's Latin Grammar. Analysis in reading has also been introduced, requiring analysis in sound. Books based on this principle have become the fashion. There has been some excess in this matter. Analysis of sounds should be subordinate to other points in teaching

Mr. Wells then gave examples in analysis of sound, showing how difficult sounds are acquired and practised by the young. The best teachers of analysis and reading do not spend very much time in this exercise. There is danger of spending too much time. As a general rule, a drill exercise should be prolonged only so long as the interest remains unabated, and there is an effort apparent to attain a

certain point,

The difficulty of determining sounds of letters, as i in vanity, e in amendment, &c., was shown very clearly by comparison and analy-The dictionaries do not have the sounds all marked, and it has been thought by many that such a system will not succeed. Wells is of different opinion. A sketch of the history of Pronouncing Dictionaries was read by the lecturer, and he thought if Webster himself had lived in England, he would have favored a notation of the vowels sounds in unaccented syllables. If Webster had introduced such a notation, there can be no doubt there would now be much greater uniformity among us in pronunciation. If all yowel sounds were marked, there could be no difficulty in analyzing such words as vanity. Shakespeare spelled his own name at least ten different ways, because of sameness in sounds of different vowels. Mr. Wells here analyzed the word vanity, and requested the audience to tell him whether the sound in the second syllable was the short sound of i, or the long sound of c. The audience decided for the former.

Other words were presented and analyzed, and the whole argument in favor of pronouncing dictionaries—that mark the quality and also the quantity of sounds—was rendered very complete and satisfactory. Mr. Wells' address was listened to with that attention and interest which a good thing always receives.

The address of Mr. Wells was discussed by various members.

Prof. Hoss asked if a notation to indicate quality of sounds would not also increase the quantity of vowels to such an extent as would lead to affectation?

Mr, Wells said we have affectation now. He apprehended little difficulty on this point.

Dr Brown considered the Association about check-mated. He would inquire what was to be the result if this question of analysis was not settled? Will literature come to a stand? He believed the laws of gravity would operate just the same as heretofore, and he should pronounce vanity and other words just as he always had done, and expected to be able to make himself understood. He was delighted, however, with the subject of analysis, as presented by Mr. Wells, and would endorse the arguments.

Mr. Wells replied: This matter will take care of itself. We must hear and decide for ourselves. He was confident that in a few years we shall have a school edition of both Webster and Worcester on this plan, which they are approaching rapidly.

Mr. Rice had met with difficulty in the matter of analysis, from this very want of a proper notation to indicate the true sound, and the true measure of sound, of each vowel. He thought this thing of analysis, and then a notation to indicate it, were matters which we ought to give more attention to.

Mr. Vater said it is because we have obscure sounds that we need this analysis and its notation. Dr. Brown, in his laboratory, does not analyze and explain the plain things which every body understands, but the obscure things. We go to the dictionaries to learn something about which there is a difference of opinion among men, and they do not enlighten us. Mr. Vater gave numerous examples, illustrating this point.

James G. May said—If there is any one fault greater than another, among educators and their pupils, it is indistinct enunciation. He would like to hear some musician, most skilled, give all the sounds of a upon the same key. He had tried it a hundred times over, and had been unable to give them.

Mr. Phelps said he was glad to hear the subject discussed, and considered that he had received information from the lecture alone sufficient to pay him for coming all the way from another State. The discussion of these things will create a sentiment in favor of a

better notation, and result eventually in giving us a complete proacuncing dictionary.

After a recess of ten minutes, the Association proceeded to the discussion of the question—How shall we secure the passage by the Legislature, and the adoption by the people, of the pending constitutional amendment? The amendment empowers the Legislature to pass a law authorizing corporate cities, townships and towns, to levy a special tax in addition to the revenue now received from the State for school purposes.

At the suggestion of Mr. Olcott, the Superintendent of Public Instruction was called upon for his views upon the subject.

Mr. Rugg stated that he was in favor of the amendment. He had sustained the law which the Supreme Court declared unconstitutional, and favored any amendment which embodied the principles of that law. The pending amendment, however, fixed no maximum or minimum rates of taxation. He thought if the power of taxation was thus taken from the Legislature, and conferred on minor municipalities, it would levy no tax. The State revenue would be confined mostly to that from the school fund, licenses, etc., or about one-third of the revenue now derived from the State.

Prof. Hoss asked why he believed the Legislature would levy no tax?

Superintendent Rugg thought the Legislature would avoid the taxing power whenever it could. It would make school taxation a special and local matter whenever referred to the people.

Prof. May thought the objection not well taken. The amendment does not abate the general tax now levied. He read the section of the constitution which makes it obligatory upon the Legislature to provide for schools, and claimed that said provision would remain in full force. The interests of large cities and other corporations, demand that the rights granted in this amendment shall be possessed and enjoyed by the people. There are many persons in our cities who might have been educated for usefulness, and restrained from wrong, who are now in sad relations with their country and humanity.

Mr. Vater had not expected opposition to the amendment; supposed the only question would be, how can we secure its adoption. If he thought the amendment would tend in the slightest degree to diminish the general school revenue, he would oppose it. It is the duty of cities to help those in sparsely populated districts to educate their children; and we are willing to assist our neighbors, but we ask the right to tax ourselves to secure additional school advantages.

The speaker argued that a general tax is beyond all contingencies of legislation, and read from the constitution and the acts of

the Legislature, in support of this view. The present laws must be repealed before diminution of the general tax can occur, and he was confident no Legislature would dare to do this. There are comparatively few counties which would gain anything by its repeal; the large majority would lose.

Mr. Cole believed it was necessary to visit members of the Legislature at home and secure from them pledges to support the amendment. Senator Dunning was pledged to it.—The Representative from Monroe would favor the amendment if it were confined to incorporated cities and towns. He thought it would be better to modify the amendment to meet the change.

Prof. Mills sustained the amendment, giving a history of the adoption of the school law of the State, and concluding that such an amendment would secure the desired end.—This would secure to us the school system of Ohio.

Prof. Olcott thought if the amendment is worthy of our support, we should labor for its adoption. He bleieved it was a wise provision.

Mr. Bugg would have this provision amended so that the Legislature would be compelled to levy the present tax.

Mr. Bronson believed that the counties most interested in the special tax, would vote for the largest general rate of taxation.

On motion of Prof. Rankin, a committee of three was appointed to co-operate with the Superintendent to secure the second passage of this amendment, by the Legislature.

C. Smith thought much of the talk upon this subject was not to the point. The cities are right, but the country will not go for the amendment until the people are educated to see its value.

H. H. Young had hoped some plan would be agreed upon by which to induce the people and adopt this amendment at the polls. He had no fears of the Legislature. We can hardly imagine the new Legislature will hesitate at all, when we remember that this resolution passed the last Legislature unanimously. The work must be done among the people; and he would suggest the propriety of the Association sending out an agent or lecturer to talk to the people all over the State, spending four or five months in the work. The moral effect will be worth the expense, and we may thus accomplish the end desired.

()n motion of Mr. Hiatt a committee was appointed to report a plan for bringing the amendment before the people. Com; Hiatt, Olcott and Bronson.

The President appointed Messrs S. T. Bowen, T. J. Vater, and James G. May committee to co-operate with the Superintendent Public Instruction in securing the passage of the Constitutional amendment.

On motion of Mr. Hadley, the hour for the election of officers was fixed at half-past two o'clock P. M. to-morrow.

On motion, adjourned.

EVENING SESSION.

7 o'clock, P. M.

Opening Exercises, singing by the choir.

Prayer by Rev. Mr. Shuck. Singing by the choir.

Mr. Wells, of Chicago, delivered an address on the Philosophy of Teaching.

Mr. Wells said: There is such a thing as philosophy in teaching. The acorn requires a certain amount of moisture, and no more: a certain amount of warmth, and any more would be fatal.

Even in inamimate nature, there are laws as fixed as their author. And in the realm of mind also, there are laws as fixed as those that

govern inaminate matter.

Is it not important that the laws that govern mind should receive our earnest study. We boast of our Normal schools, Institutes, and Educational Journals, yet we forget often how to apply these means for the best. In material things we are not satisfied without improvement from year to year.

But in our educational systems and work, we are content to let things rest or go on as they may. We need some kind of intellectual mentometer by which we can measure the capacities of pupils, and thus know what to expect from our instructions. It is by intellectual effort that the mind grows, and a different advancement among different pupils is owing to the relative degree of effort.

However much we may regret that we do not live a century later. we should remember that in the 20th century intellectual effort will

still be the means of improvement.

The teacher needs to know the laws of the human mind; and he who has learned the developments and processes of mind in its conception of the difference between such men as Newton and Milton and the mass who move in the common course, has himself attained an elevation far above the common plane. He who has measured a single human soul, has arisen as near the creative source as possible

for a finite being.

Mr. Wells alluded to the many new appliances which are being put forth for the use of the teacher. Object teaching is one of these new appliances which has grown up in this country within the last ten years. Within the last twelve months, we have had a multitude of works on object teaching, and the danger now is that we shall have too much object teaching with too little tangible results. To go through, or go ever subjects in a general manner without learning anything definite about what we are considering, is worse than no study. He had suffered, and will suffer to the day of his death, for the want of accurate information respecting those things studied in youth.

The great object is to teach the meaning of words and the nature

and uses of sensible objects. Composition writing has been a difficult subject to teach: but now that we are beginning to look to nature, it is easy. The boy who rides to night in the railroad car will not talk much, but to-morrow you cannot prevent him from writing compositions, or making compositions about what he has seen. power of attention was also presented as a positive means of accomplishing great results. It avails not to keep the eye on the page unless the attention can be wholly concentrated upon what is before The mind does not grow in such a condition: and when we find our minds wandering away from our work, it is time for alarm. is only when there is effort, when mind acts, and acts vigorously, that it grows and strengthens. The influence of habit was also presented very effectively. The chief business of education consists in forming good habits of thought and action. English educators dwell much upon the difference between teaching and training. We teach much, but train little. When we allow a word spelled wrong, or a sentence read wrong seven times and right once, we have a ratio in training of wrong to right of seven to one. If we explain to pupils how a thing is done, let us not stop until they have done it themselves. The subject of training was illustrated by familiar examples from common life, revealing many errors too often overlooked by teachers and parents.

A law of mental growth necessary to be well understood, is the influence of exposing a child to temptation, within his moral strength, as a means of moral growth. But let us not expose them to such temptations as will surely overcome them and weaken moral power. Keep the moral strength above the temptation, and they will gain

moral power.

Mr. Wells alluded to David Page as the Arnold of America, (Dr. Arnold, of Rugby,) in having given incalculable knowledge of the way to study, and the time allotted to different studies and lessons.

He closed by presenting the importance of self-reliance, instancing pertinent examples of happy results flowing from self-reliance and persistent application. Happy is that teacher who is able to comprehend the wonderful mechanism of the human soul, and to guide aright the successive steps of progress onward and upward toward its Infinite Author.

After a recess of five minutes, during which there was a general interchange of opinions in regard to the excellencies of the lecture, on motion of President Benton, the thanks of the Association were tendered Prof. Wells for his lecture.

The order of miscellaneous business was taken up, and Prof-Rankin offered the following resolution, which was adopted:

Resolved, That a committee of three be appointed to prepare a brief essay on the best method of warming and ventilating schoolrooms, to be printed and circulated in tract-form among the teachers, trustees, and school-examiners of the State of Indiana.

The President appointed Messrs. Rankin, Dr. Brown, and E. P. Cole.

On motion of Hiram Hadley, Prof. May was privileged to make his reports of Institutes in his District.

He had held one Institute in Charleston, Clarke county, for a term of two weeks; twenty-nine teachers in attendance. Had lcctures,

and regular class recitations. The interest was good, and the results eminently satisfactory

Prof. Cole offered the following resolution, which, after discussion, affirmatively by himself, Prof. Hoss, Powner, Wells, Hadley, Nutt and Rice, was unanimously adopted:

Resolved, That as an Educational Journal is absolutely necessary for any remarkable measure of success in building up and sustaining the cause of education in this State, and as the Indiana School Journal, by its continued improvement, possesses strong claims upon our support, therefore we pledge ourselves to do all in our power to promote its circulation as a valuable auxilliary to ourselves in our professional labors.

On motion of Mr. Vater, a committee of three were appointed to wait upon members of the Association, and solicit subscriptions from all who are not taking the Journal. Com.—Messrs. Vater, Hadley and Rice. The efforts of the committee were rewarded by a large list of new subscribers.

The critic made a lengthy report, abounding in words that burn but productive of unbounded mirth.

On motion Messrs. W. A. Bell and Hobart were appointed critics for to-morrow.

On motion, adjourned to Wednesday, 9 A. M.

MORNING SESSION.

WEDNESDAY, 9 o'clock, A. M.

President in the Chair. Singing by the choir.

Prayer by Rev. Mr. Reed. Singing by the choir.

Minutes read and adopted.

Mr. Longley of Cincinnati, not being able to be present, the subject of Phonetic teaching was presented by Mr. Venable. He said that there were four methods of teaching reading recognized, classed according to their excellence, would be

The A B C Method;

The Word Method;

Swan's Method.

The Phonetic Method.

The Word Method, of Mrs. Horace Mann, and the Classified Method of W. D. Swan, are undoubtedly superior to the old or ABC Method. Using the ABC Method, we begin by teaching the pupil first, the names of the letters; next, the ab's; last, sentences composed of small letters. He objects to this method, because it imposes enormous and unnecessary labor on the learner; because this labor is repulsive in itself, and requires almost unlimited time;

because the system is unphilosophic, inconsistent and immoral, being ever false to its own premises, and proven absurd from its own premises.

The paper of Mr. Venable was discussed as follows:

B. T. Hoyt said he would like to say a word corroborative of points presented; said he had witnessed in Boston an examination of a class in the old system, and one in the new method, where Edward Everrett sat as judge, and the decision was in favor of the new method.

Mr. Vater said, three or four years ago an experiment of six months was made in Indianapolis, at the end of which time the class in Phonetics could read far better in the ordinary way than an opposition class of equal intelligence, who had no Phonetic drill.

Mr. Snoddy asked if any one has compared the analytical method as presented by Prof. Wells, with the Phonetic. He thought that in trying to simplify, we often make obscure, as in the old system of music by numerals. He saw trouble in transition from the Phonetic to the common style of reading.

Mr Shuck had been asked his opinion in regard to the Phonetic system, and he had considered it a humbug. He was anxious to learn, but thinks the system rather superficial. He was in favor of the analytic system. He would not reform the language, but would teach the power of letters, and save all the advantages of the literature of other languages.

Mr. Venable said that we purpose to use the Phonetic System as a means of teaching reading. We have the testimony of the best men in the land, that the Phonetics is a success. He thought we ought to be careful to investigate and improve, hence simplify, and make primary education interesting.

Mr. Rice thinks the old method of teaching primary pupils bears no comparison with the one presented. The child will learn more rapidly to have a character for each sound; this teaches the true Anglo Saxon, and that is what we want to develop.

Mr. Powner thinks with Mr. Venable, that Phonetics is a means to learn to read, not to abolish the Romanic.

After the morning recess, the President announced that Educational Statements by Prof. Hoshour, late Superintendent Public Instruction, would be passed for business. The report of the committee on editors for the School Journal, was offered by Mr. Todd, and on motion of Cyrus Smith was referred back to the committee for further consideration. The Committee on Institutes reported the following, which was adopted:

1st District, D. E. Hunter, Princeton, Gibson county, Ind.

2d District, J. G. May, Salem, Washington county, Ind.

3d District, E. P. Cole, Bloomington, Monroe county, Ind.

4th District, W. H. Powner, Clifty, Decatur county, Ind.

5th District, E. J. Rice, Newcastle, Henry county, Ind.

6th District, G. W. Hoss, Indianapolis, Marion county, Ind. 7th District, Samuel Loveless, Brazil, Clay county, Ind.
8th District, C. Mills, Crawfordsville, Montgomery county, Ind.
9th District, W. W. Cheshire, Crown Point, Ind.

10th District, D. T. Johnson, Elkhart, Ind.

11th District, Dr. Lewis, of Huntington, Ind.

The following resolution was read by the Secretary:

Whereas, Many of our Examiners are almost entirely remiss in their duties, seldom or never attend the State Educational Meetings, and even do not take the State Educational Paper, and seem to have no interest in schools, save their per diem, therefore,

Resloved, That we request the County Commissioners to dismiss all such Examiners, and appoint in their places, practical educational

Mr. Hadley doubted if the Commissioners had the right.

Mr. Powner felt that we could not expect much from the teachers of those counties whose Examiners are inefficient.

Mr. May said the Examiner of Clarke county bad done his duty, and presented his bill of \$2.50 per day, to the Commissioners, who refused to allow it. The Examiner then brought suit before the court, which sustained him, and Mr. May has no doubt that that decision will ever be overruled.

Prof. Hoss offered the following as a substitute:

Whereas, It is the opinion of this Association that the office of School Examiner should be filled by practical teachers; therefore

Resolved, That we ask the County Commissioners, at their next appointment of Examiners, to appoint, so far as possible, practical educators. Adopted.

Prof. Hoyt thought the Examiner ought to have a salary so that he might spend his whole time in visiting. He would ask how a practical teacher, engaged in his school, can perform the visiting duties of Examiner.

Hiram Hadley, in response to request said, a lazy man had no business with the office. He could get on his horse, ride fast, and work hard, and visit and labor in the schools, employing some one to conduct his school, and says he can visit about seventy-five schools during the year.

Mr. Rice said Examiners should be practical teachers, because those who are not usually much interested in the cause of schools are content to spend a few minutes in examining teachers, and pocket the dollar or half dollar. If the Examiner cannot visit enough, he can meet the teachers on Saturdays, and labor with. them.

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Hiram Hadley said further, that he could visit about twenty schools per week, when once in the neighborhood.

Mr. Smith thought Examiners should spend at least half a day in every school.

Mr. Powner thinks it unnecessary to visit every school. There are schools which an Examiner can trust without visiting them.

The Committee on Editors reported the following as their choice, which report was, on motion of Prof. Hoss, unanimously concurred in:

Editor of Primary Department—Miss Anna P. Brown, Richmond.
Associate Editors—Miss Marietta M. Albertson and Miss M. Helen
Whiting, Indianapolis; E. P. Cole, Bloomington; E. J. Rice, Newcastle; H. H. Young, L. G. Hay, Indianapolis; L. L. Rogers, Greencastle; J. S. Campbell, Crawfordsville; D. E. Hunter, Princeton:
Hiram Hadley, Richmond; R. M. Johnson, New Albany; J. H.
Stewart, Mooresville,

The report was adopted.

On motion, adjourned till 2 P. M.

AFTERNOON SESSION.

2 o'clock, P. M.

President in the Chair; singing by the choir.

Prayer by President Benton.

Mr. Hiatt, from committee on plan for securing the adoption of the constitutional amendment by the people, reported as follows:

The committee to which was referred the matter of maturing a plan for preparing the people for the adoption of the proposed constitutional amendments, report the following:

1st. We recommend that the teachers of the State exert what influence they can in favor of the amendments in their respective

spheres and private capacity.

2d. That a committee of three be appointed to prepare an address for general circulation; said address to set forth clearly the fact, that the amendment simply confers the power of additional taxation upon corporate bodies, but do not make such tax obligatory.

Many teachers seemed to think the issuing of an address would be useless, only involving expense.

This objection was answered by Mr. Olcott, who said this was the only unobjectionable plan. To put a lecturer in the field to stump before the people, would kill the amendment.

The hour of election having arrived, on motion, the report was laid on the table until after the election.

The consideration of the amendment was resumed, and after some discussion the following substitute for the third item of the report was submitted by President Benton:

The Executive Committee of this Association in view of the pending amendment to the constitution of this State, shall appoint one of their number, or some other suitable person whose duty it shall be to bring the amendment before the people of each county in the State, in such manner as to him may seem most efficient.

The substitute was objected to by Prof Hay, who said that to canvass the State properly would cost \$1,500, and take more time than could be applied by one man before the election. Why talk of this when there is no money in the treasury?

Prof. May raised a question as to the time when this amendment will go before the people, and thought it inexpedient to take steps until this point was settled. Then let us go to work in our own counties and districts, and enlighten the people in regard to what the amendment gives to them. He was confident that when we shall go before the people and tell them we wish to restore to them their rights, they will receive us kindly, and regard our reasoning.

S. T. Bowen coincided generally with the remarks of Prof. May. Mr. Vater said he was serry to see persons making their six, seven and even twelve hundred dollars a year, talking about expense; having no money in the treasury. We have been laboring for years to increase the length of the schools in our city without avail. In such a state it is impossible to procure professional and efficient teachers. We complain of legislators because they do not remove the difficulty. Suppose it would cost fifteen hundred dollars, or twice that; is it not worth it? If we have no money, we have strong arms to earn it. And now, when the golden moment has arrived, and the long desired change within our reach, let us improve it. There are many able friends of education in the State, who will give \$100 or \$150 to so glorious a work. He would give 10 per cent. of all he earned the next year, and others will do likewise.

The substitute was further supported by President Benton, G. W. Bronson and others, in an earnest and eloquent manner, pleading for the improvement of this golden opportunity, and on motion was adopted.

The report was then unanimously concurred in.

The Treasurer's report for 1862 was read and accepted. Total receipts for the year, \$166 77; Disbursements, \$43 90; Total on hand, \$122 87.

Hiram Hadley reported that he had been unable to have the Association incorporated, from the fact that the law requires not less than two nor more than five trustees.

The Committee on Resolutions reported the following, through the Chairman, Prof. Hoss, which were adopted:

Whereas, It has pleased Almighty God, in His inscrutable wisdom, to-remove from our midst our late Superintendent of Public Instruction, Prof.

Whereas, We recognize in the life of the deceased the agreeable companion, true patriot, and the earnest and able advocate of Education ; therefore,

Resolved, That while we deeply deplore the great loss which popular education in Indiana has sustained in his death, we can in no more appropriate manner show our appreciation of the character and the labors of our departed brother than by a renewed zeal and increased exertion on our part in behalf of the cause to which he was so carnestly devoted.

Resolved, That we will remember kindly and regard tenderly, in this, their hour of affliction, his bereaved companion and fatherless children.

'Also,

Whereas, Rev. S. R. Adams, former President of Moore's Hill College, anactive member of the Association, and at the time of his death, Chaplain of the Twenty-sixth Indiana Volunteers, has fallen in the service of his country; and

Whereas, In the life and labors of the deceased, we recognize the able

educator, the devoted Christian, and the true patriot; therefore,

Resolved, That in the death of Prof. Adams, the church, the cause of education, and the country have sustained a severe loss.

Rosolved, That the Secretary present a copy of these resolutions to the Indianapolis papers for publication, requesting the Cincinnati papers to copy, sending a copy of the same to the family of the deceased.

PREAMBLE AND RESOLUTIONS.

Living in an age of stirring events, agitating alike the civil, political and social fabric of this nation, events which will leave on the face of American society, impressions that will live and be remembered while history lives and bears a faithful record; it is therefore, right and proper that we, the teachers of Indiana, in Annual Association assembled, should place on record for future reference, resolutions defining our position on the subjects that now agitate the country; therefore,

Resolved, That the Government is right, and the Rebellion is wrong.

Resolved, That we will maintain the right, and oppose the wrong by all the legitimate means that God has placed in our power.

Resolved, That we regard ignorance and immorality as ememies to popular government; therefore, we hold that the faithful teacher, while inculcating the principles of virtue in general and love of country in particular, as performing a work in the highest degree patriotic.

Resolved, That we bid all our "Brethren" on the battle field "God speed," that we beg them to be encouraged—with us—by abiding faith in the nobility and ultimate success of their cause, and to remember that

> "Truth crushed to earth, will rise again, The eternal years of God are hers.

Prof. A. R. Benton offered the following:

Resolved, That a committee of five be appointed, one of whom shall represent the interest of each chartered college in the State of Indians, in order to memoralize or to confer with the Legislature at its coming session, in reference to the late appropriation made by Congress to each State in behalf of education.

After discussion by several members it was lost.

Adjourned to 7 P. M.

EVENING SESSION.

Association met at seven P. M. President in the chair.

Prayer by R. T. Brown. Singing by the choir. Minutes of the day were read and approved.

The tellers reported the following as the officers elect of the Asso-

President-A. R. Benton.

Vice President—A. J. Vawter, Lafayette; A. C. Shortridge, Indianapolis; James S. Rankin, Madison; E. J. Rice, New Castle; Mathew Charles. Williamsburg; J. H. Brown, Richmond; L. G. Hay, Indianapolis.

Recording Secretary-H. H. Young.

Treasurer-J. H. Smith.

Executive Committee—Th. J. Vater, Chaisman, (selected by the committee,) Hiram Hadley, G. W. Hoss, Br. R. T. Brown, Cyrus Smith. B. C. Hobbs and B. T. Hoyt.

R. M. Johnson effered the following:

Resolved, That a committee of three be appointed to confer with the State Board of Education, and get it if possible to recommend to County Commissioners the propriety of appointing Teachers to the office of County Examiner when it is practicable.

The resolution passed, and G. W. Hoss, S. K. Hoshour and C. N. Todd were appointed said committee.

Mr. C. N. Todd read the following, which was approved by the Asso-ciation:

At a called meeting of the singers of the Association, held on Tuesday after the adjournment of the morning session, to consider the propriety of introducing singing more generally during the meetings of the Association, Mr. E. J. Rice was called to the Chair, and the following committee was appointed to present a plan by which to secure said object: C. N. Todc, E. J. Rice, J. B. Follett, J. M. Olcott and T. J. Vater.

The Committee believe that a large majority of those who attend our annual meetings are singers, and they regard it as extremely desirable that the music on these occasions should be of such a character, and conducted in such a way, that all who can may participate; they therefore propose that a committee, selected by the Association, have this matter in charge, and recommend through the School Journal some months previous to the meeting of the Association, a certain number of pieces of music, from some book in common use, to be learned by members, so that, in coming here, they may be prepared to unite in general and harmonious praises.

To carry out the above plan the Association appointed Prof. Suffren, T. J. Vater and C. N. Todd as committee.

On motion of Mr. Vater, a committee was appointed to solicit from each member two dollars or more, to defray the expense of canvassing the State for the Constitutional amendment. Committee—Messrs. Bell, Vater and Hoss.

The Committee waited upon the Association and obtained the following result:

Two dollars each—E. J. Rice, Prof. Hoyt, O. C. Lindley, Amanda Trueblood, Emma Robinson, G. P. Brown, G. H. Grant, Prof. Suffrem, Anna Winder, T. Charles, J. B. Follett, Frank H. Tufts, M. M. Albertson, R. Triplet, J. H. Stuart, M. J. Elliott, Laura Hoyt, Anna P. Brown, Eliza Ford, Thomas J. Vater, H. Hadley, J. G. May, Joseph Moore, Bell Phillips, J. W. Hadley, Sarah Forsyth, James R. Hall, Prof. Rogers, C. Smith, Dr. Brown, Mrs. C. S. Hall, J. H. Brown, John Cooper, P. Bond, J. B. Mallett. Alfred White, \$3.00; S. T. Bowen, \$3.00; S. Merrill, \$2.50; J. H. Smith, \$2.50; Prof. A. R. Benton, \$5.00; Hoss & Young, of School Journal, \$10.00. [A number of names have been mislaid. Will such please report to the Chairman of the Executive Committee?—Sec.]

The President announced the following Committee on the Address to the People: Prof. G. W. Hoss, Prof. B. T. Hoyt, and Superintendent Rugg.

The following resolutions, offered by different members, passed:

Resolved, That we tender our thanks to all friends of education not engaged in the profession of teaching, who have attended our Association.

Resolvel, That we tender our thanks to Prof. Suffren, of the Indianapolis Musical Institute, for his valuable assistance in the musical exercises of the Association. Also, to A. M. Benham & Co., of the Bates House Music Store, for the use of their valuable school Harmonium, so generously offered for the occasion.

Resolved, That the thanks of this Association are due Mr. Vater, Chairman of the Executive Committee, for his efficiency, evidenced in a programme eminently practical, and affording unusual opportunities for discussion and business.

Resolved, That we tender our thanks to the following Railroads for their liberality in granting free passes home to members of this Association, viz: The Indianapolis and Madison, Peru and Indianapolis, Indianapolis and Lafayette, Cincinnati and Indianapolis, Indiana Central, and Louisville, New Albany and Chicago.

Resolved, That we tender our thanks to all hotels, boarding and private houses, which have entertained teachers free and at reduced fare.

Resolved, That the thanks of the Association be tendered to the President for the able and faithful manner in which he performed his arduous duties.

The critics presented their report, humoreus and pointed, as usual, and the Association went into a reunion.

The Chairman of the Committee read the pregramme for the reunion, which was as follows:

SENTIMENTS AND RESPONSES.

"Our Hoosier State—May its educational interests keep pace with its Chivalry." Response by G. W. Bronson.

the Journal the attention to which it is entitled. It is proper also to remark that the expense of diagrams and the want of complete mathematical type have occasionally compelled us to withhold some of the most valuable contributions.

DANIEL KIRKWOOD.

Errata.—In the December No., 4th line of the Math. Department, for radical root," read radix.—Page 376, l. 11, for "coefficient of second term," read, co-efficient of the second term.—Same page, l. 19, for "Savidian," read Savilian.

EDITORIAL—MISCELLANY

STATE TEACHERS' ASSOCIATION.

So full and complete is the report of the secretaries, that nothing needs be added save it be by way of calling special attention—

- 1. It will be perceived that an important change has been made in the Journal, viz: the discontinuance of the "Mathematical Department" and the substitution therefor of a Department of Primary Teaching. This change, in my opinion, will be eminently satisfactory—twenty teachers being interested in the department of primary teaching, whilst one is interested in the department of mathematica. This new department can, and I hope will be made one among the most interesting features of the Journal. To this end, however, teachers must write, not leaving all to the editress. Miss Brown, of Richmond, was chosen editress, hence all articles designed for this department will be addressed to her.
- 2. The number of teachers present at the Association was the largest ever assembled in our annual meetings; it being 170.

Last year, the meeting which was the largest ever held up to that time, numbered but 137.

- 3. The entire session was characterized in an unusual degree by good feeling;—the strictest rules of courtesy seldom being transcended even in the heat of debate.
- 4. This session is one among other signs of progress in Indiana. Fellow teachers, let us onward.

MARION COUNTY ASSOCIATION.—This Association has recently engaged in a new work, which for explicitness, I will call missionary work. It has appointed a visiting and lecturing committee, charged with the duties of visiting and lecturing during the winter, before every school in the county save those in the city. This work has already been performed in one or two townships, and with good results.

This is something new under the sun, at least to me. Teachers of

other associations will please notice and consider whether the plan may not be adopted in other counties.

NEW CASTLE VIA RICHMOND:—Per courtesy of Mr. Rice, Principal of the New Castle schools, we were invited to deliver a lecture on the closing day of the session. We did not arrive in time to hear any of the exercises save four or five of the essays and declamations, hence had no opportunity of seeing the teachers and schools in the harness, i. e. at work.

We however learned that these are working schools, a fact easily and fairly inferable by any one knowing the Principal.

The number of teachers is 8; the number of pupils over 400. The sanitary interests of the pupils are cared for, there being a regular bred physician in the corps of teachers. Under this teacher's care was a large class in physiology. This is right, worth more than Algebra. De Wolf's Speller is introduced into these schools, also Allen's Primary Geography prospectively. In our judgement, both commendable introductions.

These schools are blessed with an educational board of rare merit, lib cral, progressive, and teacher-sustaining. Liberal,—they are devising liberal things. One of their present plans is extensive, but lest an announcement might be deemed premature, we omit for the present.

VIA RICHMOND.—Between trains, we stopped a short period in Examiner Hadley's school. From our short stay, we discovered this school to be one of work, system and quiet. No communication is allowed in this school. Why have we not more schools with this element in them? Additional, we found here the realization of our theory; namely, the 'Dictionary in the school room.' With the exception of three or four, every pupil in a room of fifty has a dictionary and uses it. We heard a class spell and define. The spelling was good, and the defining prompt and clear. Here is one case at least indicating the practicability of the use of the Dictionary in the school room.

The Primary Department of this school may, we think without flattery, be called a model, Fifty little pupils, full of young life, yet no noise. The teacher speaks kindly, softly, and moves noiselessly, and the pupils speak and move in the same manner.

In this room we found Wilson's Object Lesson Charts, a clock, a papered wall and several neat pictures; all tending to give a pleasing appearance, and a cheerful and home-like feeling.

Wish every school room could be as attractive as home, then it would cease to be regarded as a prison.

TEACHER'S LICENSE.—The Examiners' Convention appointed a committee to prepare a form and print several hundred licenses. These are now ready, and will be furnished to Examiners at 80 cents per hundred. Please forward your orders and money, as the committee want to pay printers. Forward to G. W. Hoss, who will send the licenses in turn.

"The Eixir of Life—Exercise and proper food." Response by Dr. R. T. Brown.

Music by the choir.

"Female Teachers—The destined means for Indiana's educational elevation." Response by Prof. S. K. Hoshour.

"Save the Children, and you save all." Response by Mrs. Venable.

"Unions and Reunions." Response by W. A. Bell.

Promenade of fifteen minutes.

"The Confederacy of Ignorance, Vice and Anarchy, versus the Federal Union of Intelligence, Virtue and Order—May the last be first, and the last be last." Response by O. Phelps.

Music by the choir.

"The Warfare." Miss Albertson.

"Our Country—God bless her, preserve and guide her." Response, "America," sung by whole Association.

The benediction was pronounced by Dr. Nutt, and the Association adjourned sine die.

JNO. COOPER, Sec.



Department of Public Instruction.

OFFICE OF SUPERINTENDENT, Indianapolis, Dec. 16, 1862.

EDITOR INDIANA SCHOOL JOURNAL-

DEAR SIB:—Since I have assumed the duties of this office, frequent applicatious have been made to me for teachers' licenses. Permit me, through the medium of your Journal, to suggest the ruling which will govern in such case, to wit:

No application will be entertained in any case in which it is known to me that the applicant has been refused a license by the School Examiner of the proper county. And no new application will be entertained except in case of clear and well defined necessity; as in case of a vacancy in the office of Examiner, or a similar necessity.

This is clearly the intent and spirit of the law on the subject. Its policy is to give over all this kind of supervision of the schools to the Examiners. And I shall hesitate long before I will attempt to step between the Eaxminers and the schools under their supervision.

SAMUEL L. RUGG, Supt. Pub. Instruction.

EDITOR SCHOOL JOURNAL:—Having long felt the necessity of placing our SCHOOL JOURNAL in the hands of Township Trustees for the purpose of making them better acquainted with the workings of our system

years, and never before witnessed so interesting an exercise." He further adds, the church was crowded and audience interested.

Teachers allow us to submit that here may be one of the latent forces which are yet to move indifferent parents. Let the matter be tested and results noted.

THANKS to Examiners, Cox, Cole, Powner, C. Smith, Loveless, Kilgore, Dr. Lewis, Rev. Wright and Rev. Dickey, for lists of new subscribers.

FROM ABROAD.

W. H. ALLEN, LL.D., for thirteen years President of Girard College Philadelphia, has resigned.

REV. JNO. BROOKS, of the Methodist Church, has been elected Sup't. Pub. Instruction in Illinois, as successor of Newton Bateman. We earnestly desire that he may be as efficient as has been Mr. Bateman.

The Illinois Teacher seems to doubt that 'Vox Populi' is always 'Vox Dei'; especially in this case.

CHARLES W. CATHCART, of the Dayton Schools, was at the October election, chosen School Commissioner of Ohio, as successor of Hon. Anson Smyth. It will take a live and real man to fill the place of Smyth.

The term of office in Ohio is three years, instead of two as in Indiana.

PREST HILL, of Antioch College, O., has been elected Prest. of Harward University, Mass., vice Dr. Felton, deceased. Dr. Hill stands in the front ranks of American Educators.

QUERIES.

- 1. What does Mr. Cole mean on page 293, Journal, wherein he say 'We commence the subtraction on the right, because arithmetic begins there"?

 ARITHMETICUS.
 - 2. What is the correct pronuciation of Mrs.? PATOKA.
- 3. Who will give us a reliable rule for punctuating before and after the abbreviation, Viz.?

BOOK TABLE.

McGuffey's New Eclectic Speaker. Cincinnati: W. B. Smith & Co. Pp. 504.

Twenty-nine pages of this work are devoted to rules, suggestions, and illustration of principles. The exercises are numerous and varied. Of their variety, says the Preface—"The exercises in the volume are from a great variety of the best sources of American and English literature. They have been selected with reference to purity of sentiment, beauty of style, real eloquence, interest and instructiveness in matter, and especially their adaptation to instruction in declamation and reading."

The pieces, so far as examined, please us.

THE TEACHER'S ASSISTANT. BY CHARLES NORTHEND, Author of "The Teacher and Parent."

Per courtesy of the author, we are favored with a copy of this interesting and valuable work. This work pleases us because it is practical. This, in our judgement, is what gives value to this class of works. In this, the work before us is eminent, treating in a practical manner the most practical subjects. Some of these subjects are the following: Moral Instruction, Oral Teaching, Object Lessons, Reading, Spelling, Composition, Grammar, Geography, Arithmetic, &c., &c.

By way of speciality, the chapter on Composition, in our opinion, contains a greater number of correct principles and valuable suggestions than is usually found in ten such chapters. We give this book a prominent place among our works on Education. Teachers, you can with safety do the same.

GRAHAM'S SYNONYMS. Edited by HENRY REED. New York: Appleton & Co. Pp. 844, price \$1.00.

For some years this book has been before the public; yet so meritorious is the work, and so important the subject on which it treats, that we deem a notice, even at this late period, appropriate.

A tairly accurate use of synonyms, is essential to either an elegant or explicit style. Says Blair in his Lectures on the English Language,—"The great source of a loose style is the injudicious use of synonymous terms."

In the treatment of this subject, this work is in our judgment, both pleasing and effective. It gives 1st, the definition of the terms; 2d, selections from the best authors showing the use of these terms; 3d, sentences with blanks to be filled with one or the other of said terms. The second element cultivates the student's taste, the third his acumen and judgment.

This work will be of much value to every teacher of Rhetoric, either as a text-book or a book of reference. Our individual wish is that this or some kindred work be better known and more extensively used.

INCIDENTS OF THE WAB; OR ROMANCE AND REALITIES OF SOLDIER-LIFE. By P. FISHE REED. Indianapolis: Asher & Co. Pp. 112, 25 cts.

This is a compilation of incidents, personal adventures, and other matters connected with our present war, and as such is an exceedingly interesting book; for these incidents of soldier-life have a personal interest for most of us. But the work is not a fair measure of the author's ability or style, except perhaps a few original articles, as we know from acquaintance with his unpublished MSS., some of which we hope yet to see in print.

We are informed that the author is preparing another and original work on the above subject, which may be looked for soon.

H. H. Y.

- Several other works are laid over for next number.-ED.

Publisher's Notes.

GOOD READING MATTER FOR TEACHERS.—Books alone are not sufficient for the teacher's reading. He needs the fresh thoughts and the practical knowledge found in Journals, Magazines, Reviews, &c. Among these we notice,

"The American Phrenological Journal and Life Illustrated," published by Fowler & Wells, 308 Broadway, New York. This Journal contains invaluable information for teachers and parents, on subjects which are, or should be, their daily study,—viz: mental organization, tendencies of mind. analysis of human faculties, philosophy of education and training, and the whole subject of physical, intellectual and moral culture; besides biographical sketches and portraits of the men of the times, &c., &c.

Single copy, one year, \$1.00; four copies, \$3.00; eight copies, \$4.00; ten copies and one to club agent, \$5.00.

"The Hygienic Teacher and Water Cure Journal." Fowler & Wells, 308 Broadway, N. Y. Terms same as above.

In this Journal are clearly presented all the subjects connected with diet, exercise, bathing, cleanliness, ventilation, dwellings, clothing, occupation. etc., interspersed with interesting and useful miscellaneous matter. Should be read in every family.

"The Atlantic Monthly," Boston, Ticknor & Fields. Per year, \$3.00.

A new volume, the eleventh, commences with the January number, and we are assured by the publishers that the same writers who have given the Atlantic its present high position will still be constant contributors. These names belong to the first poets and prose writers of the land, and, indeed, embrace all the best known authors in American literature. Many of them make the Atlantic their only medium of communication with the public.

The Atlantic has always been on the side of Liberty, Progress, and Right. and we are confident this course will be faithfully maintained.

We insert the following notice of change in terms:

Office of Atlantic Monthly, Boston, Dec. 6, '62.

To Publishers.—The rapid advance in the price of paper and all book—making materials has compelled us to increase the price of the Atlantic, to Dealers and Clubs. After this date our terms of clubbing with newspapers will be \$2.50 per year instead of \$2.00, as formerly.

Ticknor & Fiklds.

-Hence, School Journal and Atlantic, a year, \$8.50.

"Harper's New Monthly Magazine." New York: Harper & Brothers. One copy one year, \$3; two copies, \$5; three or more, each \$2.

The Dec. No. commenced a new volume, (26th,) and if it shall be equal to that just closed, it will be a valuable acquisition to any library.

This magazine contains a greater amount of matter, and is more profusely illustrated than any similar periodical. Papers of permanent value are published in every number, and the monthly record of current events furnishes an excellent condensed history of the wonderful era in which we live.

Besides the regular contributions by popular writers, the present volume will contain a series of papers descriptive of travel and adventure in Poland, Denmark, Iceland, and other parts of Northern Europe, by J. Ross Browne, profusely illustrated from original sketches by the author.

RANKIN'S DESKS.—The success of the Combination Desk and Seat in the West has been most complete and satisfactory, and promises general use. It accommodates two pupils. The improvement patented is upon the combined double desk, which, it is believed, gives to it advantages not possessed by even the most expensive school furniture. It is a neat, convenient, comfortable arrangement, and, irrespective of cost is preferred by many teachers and school boards to any other device for seating pupils.

Circulars containing description and testimonials from eminent teachers and school officers in Indiana, Ohio, Kentucky, Illinois and Wisconsin, furnished on application to the Publisher of the School Journal.

Indiana School Iournal:

G. W. HOSS, A. M., EDITOR.

VOL. VIII.

Indianapolis, February, 1863.

NO. 2.

BACCALAUREATE ADDRESS. [EXTRACT.]

DELIVERED AT YELLOW SPRINGS, OHIO, BY THOMAS HILL, JUNE 25, '62.

The education requisite for each human being, which it is our duty to furnish and his duty to receive, depends, therefore, in part, upon his native capacity. Every child has, doubtless, the rudiments of every human faculty, and is, therefore, capable of receiving and bound to seek for a certain degree of culture in every But every child has his own peculiar balance of powers, a greater endowment in one direction than in another. deavors, by giving his chief attention to the cultivation of his lacking qualities, to bring his soul up to a rounded fullness, he is neglecting the plain intimations of nature, and turning his back upon his highest opportunities of usefulness. I am stating old and familiar truth. The schoolboy learns from the Roman orator that, while nature without education may avail much, and education without natural gifts can avail little, it is only the culture of natural genius, by careful study and discipline, that produces the highest The great difficulty lies in the practical application of these familiar truths to the cases before us, so that we may in each individual case obtain the highest and best result possible. Our organization, especially in reference to our intellectual and moral powers, is so complicated that we find great difficulty, first, in deciding what the pupil's tastes and capabilities are; and secondly, how to adapt his culture to them. Mere indolence is so continually mistaken by the pupil himself for want of power, and want of power so frequently condemned by the teacher as mere indolence, that it is difficult to decide, in individual cases, what the minimum of acquisition in the more neglected branches should be. On the other hand, a temporary freak of fancy, under the excitation of novelty, is so readily mistaken, both by master and pupil, for the exhibition of true talent, that it is sometimes hard to decide in what direction to seek maximum results.

Moreover, the difficulty of allowing individuality of pursuit in the members of a class in public instruction, requires us to force all our pupils, more or less rigidly, to conformity with the average standard. But if a parent, wishing to adapt instruction more closely to the individual capacity of his child, employs private teachers, he looses the great advantages which arise from the development at school, of a child's social nature, and of his power of conducting himself as a member of a democracy. (For the highest value of public schools is not recognized until it is seen how they are, by their very constitution, the first teachers of law and social polity, and teachers, too, of a true democracy.) The best plan is undoubtedly that which is imperfectly carried out in our Northern United States, of public schools in which the instruction is adapted to the average grade of scholars, and of meeting individual peculiarities by private appliances outside the class-room. Our work is to perfect this plan-to bring the public schools to that state of efficiency that no scholar need leave home, for purposes of education, until he is fitted for college, and to bring colleges into such condition that, while all shall receive a fair minimum or culture in each department, all shall have the opportunity, also, of developing themselves to the maximum of their ability in any branch of study they may choose, that they may thus be best adapted to their chosen pursuit in life, or for further special instruction in a professional school. For it is certain that such schools are also necessary to the highest usefulness in professional life.

But the point on which I now wish specially to insist, is, that the pupil's powers and capacities, and his destined or chosen occupation in life, should influence, in some degree, his studies from the very beginning of his educational course. Let me not be misunderstood. The child whose tastes are wholly scientific, and who is evidently destined by nature for the pursuit of truth, should not on that account, have his artistic or his religious capacities neglected. If he has apparently no ear for music, and no eye for beauty, let these apparently lacking faculties be very carefully but judiciously

cultivated; but let them not occupy the chief attention, either of the pupil or the teacher. Let his natural tastes be gratified, and his capacity for future usefulness be developed to their utmost, by allowing him to spend the greater part of his hours of instruction upon those things in which he can make most rapid progress. course I do not mean to say that the pupil is to have perpetually presented to him the picture of his adult life, and to be constantly siming, with conscious effort, to prepare himself for his destined or his chosen work. As well might we ask him to consider, with each mouthful of food, the particular part which it may play in the functions of digestion and nutrition. It is only in the arrangement of the general course of study, and of the division of time, that these ultimate questions concerning the capacity and the future occupation of the student need be definitely brought to mind. Thus, in the college in which I spent four years of happy life, we were allowed, at the beginning of each year after the first, a limited election, and the same thing has been, to some extent, practiced in this institution.

ETYMOLOGY-NO. 11.

D

BY R. M. CHAPMAN.

GENDER :--- WHAT IT IS.

If the remark made in our former article, that the second part of Etymology has to do only with forms, is borne in mind, it may create a doubt whether gender is an attribute of English nouns. It has been denied by high scientific authority, while some of the writers of our elementary grammars have made the astonishing discovery that there are in English four genders! The denial is based on an exaggeration of an actual deficiency in English nouns of distinct terminations for masculines and feminines; yet there are a few such, and they are sufficient to entitle our grammar to the possession of gender. The other statement proceeds from a total misapprehension of the subject.

We have before intimated that our language is greatly wanting in etymological characteristics. Therefore, to understand the matter thoroughly, recourse must be had to other languages for illustration.

Taking the Latin, as that one which is known to the greater number of our readers, we observe that in that language, not only nouns, but also adjectives, adjective pronouns and participles, are affected with gender. The apparent reason of that is, that, in a Latin sentence, the words have no fixed order of arrangement, but the subject sometimes precedes the verb and sometimes follows it, and is, for the most part, widely separated from it. In like manner, the adjectives, &c., are often placed at a distance from the nouns to which they belong. It is necessary, then, that such words should have some marks by which their belongings may be known. For this reason, they are declined and agree with their nouns in number and case. But even that might not be sufficient, at all times, to avoid ambiguity, and so a third circumstance of agreement was devised, in a certain conformity of declension, and that is gender.

Again, it is to be observed in Latin, that, while all nouns denoting males are of the masculine gender, and those which denote females are of the feminine gender, this distinction is not confined to sex alone, but inanimate objects, also, are made masculine and feminine as well as neuter. In our English language, the relation of words is determined by their juxtaposition. We have no need, then, to put an ear-mark upon our adjectives and the like, to determine their belongings. Their place is fixed beside their nouns, and so we give them neither gender, number nor case.

There is one class of words, however, whose employment is such that they are necessarily separated from the nouns to which they refer. The pronouns he, she and it, are always found in sentences distinct from those which contain their antecedents. Neither is it required that they, like the relative pronouns, should stand at the head of their clause, so as to be in close proximity to their antecedents, but are, for the most part, distant from them. It is clear, then, that these pronouns need some designation, by which their reference may be known; and on the other hand, they are the only words in our language which are varied in form to meet a certain correspondency in the noun. Hence we may say that for them, and for them alone, gender exists in English.

Of course there can be only three genders, as correspondent to the three forms of the pronoun. The term *common* gender is not objectionable, if it is used as one of convenience; but to elevate it into a fourth gender is a gross error.

The difficulty which some persons have of determining what pro-

noun to use to represent an object that may be either male or female, may be removed by a very simple observation that, in all languages, in such cases, the masculine is employed as being the more worthy gender.

[Communicated.]

THE CONSTITUTIONAL AMENDMENT.

The deplorable condition of things, in this State, that prevents any communities, towns or cities from taxing themselves for the purpose of extending the time of public schools, and thus avail themselves of their economy and efficiency, is well known to all; indeed, too well known for the intelligence, virtue and highest happiness of our children. What the State did not furnish we could not have; and our boys have gone into the streets, the saloons, the sinks of iniquity, and the Penitentiary! How many bright hopes have been blasted! How many fond hearts broken! God alone can know. Our cities especially have suffered—suffered beyond estimate; though they have not suffered alone. No one suffers alone; we are each individual parts of one great whole; if you injure one part, you afflict all.

So grievous has been the affliction, and so disastrous the consequences, that the united voice of our people demanded a change. There was but one means of redress, and that was an amendment to the Constitution. The process was a slow and tedious one; but it was begun, and the amendment is now two years on its way. At the last regular session, the following joint resolution passed, without an opposing vote, both branches of our Legislature:

"Be it resolved, by the General Assembly of the State of Indiana, That the following amendment be proposed to the Constitution of the State, and submitted to the electors for their adoption or rejection, provided the same is agreed to by a majority of all the members elected to each house of the General Assembly chosen at the next general election, viz.: That there be added to article 8 of the Constitution the following section: 'Incorporated cities, townships and towns shall have power, by taxation, under regulations prescribed by the General Assembly, to raise revenue for the support of common schools, in addition to the revenue derived for that purpose from the State.'"

Without this amendment, the Legislature can have no power terpass a law enabling those portions of our State desiring longer terms of public school than the State furnishes, to have them; but with. it, they will be enabled so to do; that is all there is of it. not increase taxes, or diminish them; it will not give any additional power to the Legislature to increase or diminish them; it will only enable the Legislature to pass a law empowering the people of the different localities to tax themselves in addition to the general school. tax, to meet the additional demand of those localities. cities require longer terms of public school than the general fund. will support, it is but just that they should have them by paying for them: yet now they can not; there is no law for it; and there can be no law, because it would be unconstitutional. The amendment would remove this difficulty. As it is, if the cities have increased. school facilities, it must be by a uniform tax, causing many to pay for that which they do not want. Thus, with the Constitution as it is, one of two things must inevitably be true: either those who need more school revenue must go without, or those who need no more must pay more for those who need it.

If the towns require more school opportunities than the country, (which they do,) and are willing to pay for them, they should have them, by all means; but, before they can do so, the amendment to the Constitution must be made. If this be done, and one township wishes to avail itself of greater school facilities than its neighbor, it can do so, and do it without increasing the burdens of those less desirous.

This, briefly stated, is the only effect the amendment will have. It will not take one cent from the present general revenue, nor add to it. It will not in the least effect the power to modify or change, increase or diminish the general school revenue. It will only make it possible for those desiring to increase it to do so, for themselves, as it were. Who could object to so just a measure?

When it passes the present Legishture, it will be left for the people of our State to ratify by their votes. Will they do it? or will they be misled, indifferent, opposed to it? Why should they be indifferent? The dearest interests of humanity are at stake, and the honor of our State. The sweet voices of over eight hundred thousand children are pleading with us to be interested and earnest. Can we, dare we allow ourselves or friends to be misled as to duty? No. Every man must cast his vote, and see that his neighbor and friend does so, in favor of the right.

Primary Teaching.



ANNA P. BROWN, EDITRESS.

The subject of Primary Teaching is at present claiming a great share of attention from educators; and the interest manifested in this department speaks loudly for the advancement of education in our midst. We shall hail that day with gladness in which the public mind shall become fully aroused upon this important subject, and act according to the dictates of an enlightened conscience. We shall rejoice to see the time in which teachers shall feel the responsibility resting upon them, and labor with a zeal and interest which their calling demands.

That something must be done in this field of labor, we all admit; but how and by whom it shall be accomplished, is the question. There are obstacles to be overcome here, far greater than in any other grade. In the first place, this is considered the drudgery of the school, and looked upon generally as beneath the attention of an educated and matured mind; consequently if one is well versed in the spelling book, can write a legible hand, she (we say she, because we think woman the natural educator of children,) is a suitable person to teach the Primary Department; and just as long as this idea is entertained in the public mind, just so long will there be a supply of such applicants.

If an individual has prepared herselt for teaching, it is generally for a situation of a higher grade. She has not once thought of coming down to the capacity of children. In fact we know of no one, who has prepared herself by a course of study, reading and observation, for this work. It is considered a waste of time, and justly, viewing it pecuniarily, for the salary is much reduced when you come to this grade. There is not one school in twenty in which a sufficient remuneration is offered, to compensate for the labor that ought to be bestowed. We contend that it is necessary for an individual to devote as much time to study in this division as in any other; and we think a knowledge of the sciences and mathematics is not useless. Many, yes, almost every teacher who has waded through those intricate problems in mathematics, and spent years in the prosecution of his studies in the old blind method of teaching, says now, if I could have received the instruction given at the

present day, and have pursued a course of study as well defined, my labor would have been greatly lightened. He can go back to his first school days, criticise his course of instruction from the Primary to the highest grade, and he finds that with his present knowledge, had his first impressions of science been presented in a more attractive and pleasing manner, an interest might have been awakened in his mind which he had never felt. Many ways of suggesting thoughts and awakening mind present themselves to which he would otherwise have been a stranger.

Then where is there a better opportunity, or a more suitable place for imparting a knowledge of Botany, Geology and Physiology. than here. Take a simple flower. Present it to the school, and as you describe in a pleasing manner the calyx or cup, the corolla, those thread-like organs, the stamens, and give their uses, notice the interest in those upturned faces, and the desire to select and name those parts of the flower themselves, and you will not say this is no grade for science. Every flower presents new beauties to these young minds, and they carefully cull them and bring them to the school-room, as precious treasures; whereas before they would carelessly crush them beneath their feet. Again, on some pleasant afternoon, take this little charge to the brook-side. Examine the little pebbles which they have been instructed to collect, and, in child-like language, give them their history. Teach them to love and admire the works of their Creator. Teach them to see "tongues in the trees; books in the running brooks; sermons in stones, and good in every thing." Then comes the science of physiology. Where will you find a fitter place to give instruction upon this wonderful piece of mechanism, the human body? Here the child may be taught many profitable lessons. He may not only be taught the names of the bones constituting the framework of the "house he lives in," but their uses, and the beauty and adaptation of each; and when you ask him to take an erect position, tell him why you make such a request. Show to him that, by a stooping posture, he is constantly closing those little cells into which the air should enter, at every respiration, to procure health and happiness. Give him a reason for every request you make, and day by day unfold some new truth to his already awakened mind, and you will never question the propriety of introducing science here. We consider that a primary teacher has a greater responsibility than any other. Minds are placed under her care which have advanced only one step

from the nursery; and that, in many instances, has been a place of deception and vice. Here are brought together minds from the rich and the poor, the high and the low; some tender and sensitive. others nurtured in almost every species of crime and degradation. Who can look upon these little ones and not feel that there is a great work for her to do? They are receiving their first impressions of the school-room. Their little minds are either becoming aroused with pleasant emotions, and they are desirous of learning the teacher's wishes, or the tears are gathering in their eyes, and she can present nothing to please or interest. She is responsible, in a great degree, for the lives of these children intrusted to her keeping. She knows not how many of these tender plants may wither and die before the close of the year. By neglect of exercise, or some act of imprudence, or over stimulus, she may shorten their days, or sow the seeds of disease which will deprive them of life's sweetest blessing.

Above all we need in this work a teacher of principle. One who will cultivate every noble, God-given emotion of the heart. who can feel that as many noble hearts beat under the tattered garment as the costly robe. One who can cast aside all prejudice, and, prompted by a desire to do good, and a love for these precious jewels placed under her care, can treat them all as members of the same family, and feel equally interested in their welfare. One whose life is an example of those virtues which she endeavors to instill into the minds of others. This work is not an easy task, and we need many more earnest workers in the field; and never can the cause of education truly advance until it can be well begun. Parents and Superintendents should lend their influence in making our Primary schools what they should be. In the first place, do not ask teachers to work for less wages than your high school demands; and, after you have raised the standard in this respect, lend your aid and sympathy. Give a word of encouragement occasionally, and not lead the teacher to feel that her occupation is unworthy your attention. it speaks well for the intelligence of parents and Superintendents, to desire the most experienced teacher in this grade, and the time will come when there will be plenty of laborers, if they are encouraged and justly remunerated. Let this work be properly conducted. Let our Primary schools be taught by the right teachers, and future generations will arise and call you blessed. Many strong hands and willing hearts will fill the places of our self-sacrificing fathers and brothers, and bear their burden in the cause of right and justice.

Feeling as we do the importance of correct primary instruction, and our own shortcomings as primary teachers, we hesitatingly enter upon the duties assigned to us as Editress of the Primary Department of this Journal. Still, if we waited till we felt prepared to instruct, nothing would be done by any of us. The agitation of any subject will ever cause new ideas to be originated, and we hope that, if the thoughts presented in this department, from time to time, shall directly bear no fruit, they may be the means of awakening others more practical and useful. The design of the Editress is not to strive after sounding periods and rhetorical flourishes, nor fine spun theories; but to state plain, simple facts as they are met with in the school room. Being engaged, as we are, in the arduous labors of primary teaching, the thousand and one difficulties and discouragements which we meet, and which every other teacher experiences, must be overcome if success attends our efforts. The modus operandi which we adopt, to accomplish this result, will be the burden of our efforts in the editorial line. We desire the co-operation of all teachers, and invite them to furnish us with experiences which they may have as teachers of children.

PRIMARY LESSON IN OUR LANGUAGE.

EDITOR SCHOOL JOURNAL:—I have for some months been trying, with some modifications, the method of teaching the English language you proposed at the last meeting of the Marion County Teachers' Institute. And in order that others may have the benefit of my experience in this matter, if it be of any value, I have concluded to give it publicity.

Having a class of grammar scholars who were just ready to enter Syntax, I had them lay aside their text hook for three weeks, and devote the whole time previously allotted to grammar to original composition. In the meantime, I had every pupil who could write take part with the grammar class. Nearly the entire school was thus thrown into a composition class. I assigned, daily, to these young composers, simple, familiar subjects, and required both oral and written exercises on each. The grammarians were allowed to criticise and correct every performance. The general principles of composition having been explained, any mem-

her of the class was permitted to point out mistakes in composition, such as the improper insertion or omission of capitals and points, the inappropriate use of words, etc., etc.

At the expiration of the three weeks, I found that the interest awakened, even among the youngest of those who could write, was remarkable, and that their progress in the elementary principles of the language was astonishing. I also noticed that my grammar scholars were beginning to perceive and appreciate the benefits of grammar. Finding that nearly all the younger members of the class were sufficiently acquainted with the parts of speech to begin to learn something of the science of the language, I allowed them to enter grammar, having each pupil write from two to three sentences per day instead of one, as formerly. I new introduced Syntax, though I did not call it by that name at first. I simplified and explained the fact that the framework of every sentence was composed of a subject and principal verb, attribute, or predicate, and, strange as it may seem to some, I found that any child would more easily comprehend these than it would many of the parts of speech. The grammar was merely used as a book of reference, the pupils always using their own sentences for analysis and parsing. We, however, did, at this period, very little parsing. I gradually brought forward, from time to time, some of the remaining elements of syntax, always taking care that each principle was left clear upon the minds of the pupils. At the expiration of six weeks, I added weekly social letter writing to the daily oral and written sentence exercises.

I now began to direct the efforts of the class to the development and explanation of some of the properties of parts of speech, beginning with the simpler and gradually approaching the more difficult. For instance, I would direct the class to prepare sentences on a given topic, which should present the nominative or objective case of the noun, the degrees of the adjective, the potential or infinitive mode of the verb, etc., etc., always taking care to show them how to begin. The daily exercises of the class, as it progressed, afforded many fine opportunities to bring out some of the nicer points in syntax, and we had no need to refer to the book for rules, for the composers established their own laws, by actual demonstration.

We continued to parse a little more analytically each day. Finally towards the end of the term, I had the class occasionally substitute short compositions for the letter-writing exercise, selecting very simple topics, and showing the pupils how to think and write systematically. I experienced no difficulty in "getting" compositions.

At the end of the term, I surveyed the ground we had passed over, and summed up the results of our labors as follows:

First, the development, in all the participants, of a decided taste for English Composition and Grammar.

Second, an advancement in the science of language fully equal to four times that of the previous term.

Third, the ability of children of ten years to compose with astonishing readiness and correctness.

Fourth, the demonstration of the truth that the natural method of teaching the English language is to commence with the language and end with the grammar.

The following is a brief synopsis of our daily sentence exercises:

1st. A topic, (for instance, "The Rose,") having been given the day previous, each member of the class, at the hour of recitation, comes forward and writes his sentence or sentences on the board.

. 2d. The teacher calls attention to sentence No. 1; suppose it be "The rose is my favorite flower," and asks the class, 1st. Are there any errors in the composition of this sentence? Are there capitals where there should be, and do none occur where they should not? Is the sentence correctly pointed? Could any word or words be added to or taken from it to improve it? Time given for investigation. 2d. Are there any errors in spelling? Time allowed for corrections. 3d. Are there any grammatical errors? Does the verb agree with its subject, etc., etc. Time given to criticise. 4th. Does every member of the class thoroughly understand the meaning of each word in the sentence? Here, perhaps, the word "favorite" would be defined. We next consider whether the sentence is simple, complex or compound, analyze and parse. Other sentences treated similarly, as far as we have time.

In conclusion, I would remark that, inasmuch as this method of teaching the language in a great measure substitutes the teacher for the book, it requires daily, thorough preparation, much patience, enthusiasm and energy; and no lazy man nor woman need hope to succeed with it. But although the labor is intense, the fruit far more than repays the earnest teacher

JAS. M. HIATT.

SIX MONTHS IN A PRIMARY SCHOOL.

Would the readers of the *Instructor* like to know my experience in teaching a primary school? It is needless to say how I happened to be placed in such an unexpected position; but you can imagine my surprise the first morning when I looked around on my scholars, about fifty in number, the oldest not more than eleven, to see not more than half-adozen faces that looked intelligent. Yet I afterward found some of the richest ore beneath the roughest surface. Dirty, ragged and staring, my school looked anything but inviting. What should I do? Only eight out

of fifty knew their letters, and but three had books. I had never printed a word, and was ashamed to make my awkward hieroglyphics, as I was every moment expecting the directors and the principal. O, how much rather would I have worked out a proposition in Algebra or Geometry, than put one sentence on the board. "Heaven helps him who helps himself," I thought, and to work I went.

I seated the scholars in classes, showed them some pictures, told them a story about the drawing with which they were most pleased, then by questions had them relate as much of it as they could remember. I practised them for some time in going quietly to and from class, in the order in which they sat. At last they were ready for the lesson. I showed them the picture of an ox; had them tell me what it was—a bird or an animal; of what color oxen were; what they ate and drank; how they slept; for what they were used, etc.; and at last told them that by the next day they should tell me the difference between the hoof of a cow and of a horse. I then put on the board "It is an ox;" and thus they learned to read and spell at the same time. By the end of the term the class that did not know a letter had read through the First Reader intelligibly to themselves and to those who heard them.

I had never taught small children before, and I puzzled my brain night and day to get the best plan of mingling recreation and instruction. procured suitable maps, and taught them geography orally, mostly about the United States. They could sing the capitals beautifully, and an orator might have envied me my attentive audieuce as I pointed out the principal battle-fields and told them the thrilling stories of the Revolutionary war. One day, when the usual exercises seemed a little tiresome to both teacher and scholars, I turned to the map and pointed out Yorktown; told them of the surrender of Cornwallis, and, after showing them a picture where the sword is delivered into the hands of the victors, said, "And now, boys, which beat?" One little fellow, who had been bending far forward in his eagerness to hear, sprang from his seat, and, clapping his hands, shouted, "We beat, Miss G.; we beat, and the Americans." They had previously learned 'Yankee Doodle,' and understood it; I started the tune as I hung up the picture, and you can imagine how they sung; it would have done your editorial ears good to have heard them. You may be sure they resumed their studies-printing words, counting pebbles, drawing squares, writing numbers, &c.—with a zest.

I insisted on cleanliness, and secured it; taught calisthenics by songs connected with physical exercises. I excited a spirit of emulation as to who would print the most neatly and show the most neatness and expedition in writing numbers.

At first they talked and whispered incessantly, and I could not prevent it; but I explained and illustrated the principle of self-government, as applying equally to large and small pupils. I told them that I was

there to teach, and each child was there to govern one mind and tongue one pair of hands, ears, eyes, and feet; and if each child did its duty, how much more effectually and pleasantly I could do my part. And by judiciously commending and rewarding those who were still, and keeping every little pair of hands and eyes busy most of the time, I succeeded in having as quiet a school as any teacher could possibly desire.

In a few days I learned to print as readily as I wrote, and during the term I gained the power of interesting children as I never could before.

I have not time to tell you of how the little ones impatiently waited for the hour of our daily object-lessons, nor of how much pleasure both scholars and teacher derived from it.

Indeed, I think I have been greatly benefitted by my experience in this branch of teaching. But the 'conclusion of the whole matter' is that, though I have taught in the high schools of the East, and in some good schools of the West, I have never had a more pleasant and entertaining school than the primary department of ——.

'Gleaner,' in Iowa Instructor.

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Examiners' Department.

AMENDMENT TO THE SCHOOL LAW.

Mr. Editor:—Permit me to submit to your numerous readers a few remarks in reference to the 137th section of our School Law. Said section reads as follows: "He (the State Superintendent) may license teachers of common schools at pleasure, which license shall be good throughout the State."

The first objection to this section is, that, while it authorizes the Superintendent to *license*, it does not require him to examine applicants. This was an egregious blunder in the framers of the law, especially after having provided, in sections 33 and 44, a perfect system of examination and licensure for every county in the State, leaving no space in which section 137 can operate without clashing with those other sections. Section 137 is entirely superfluous; can do no good, but, on the contrary, may become the source of much evil. Section 133 covers all the ground on which section 137 could operate beneficially, and the law would be better if the latter were repealed.

A second objection is, the uncertainty of the phrase "at pleasure." Does it mean whenever he pleases, wherever he pleases, or for as long a period as he pleases? Does it mean during life, or during good behavior?

Could any Superintendent revoke a license granted by his predecessor? These queries can not, I think, be answered by the law.

A third objection is the unnecessary and invidious distinction arising between a county license and a State license. A person holding a State license must, of course, use it in some county. Other teachers, equally meritorious, but not having seen the Capital, or condescended to wire-pulling, feel themselves on a different level.

A fourth objection is, that the system of public examinations can not be maintained, with satisfaction to all, as long as some can avoid them by a private examination, or obtain a license from the State Superintendent, without any examination at all.

But a fifth objection, overshadowing all the rest, is, that the State Superintendent can not perambulate through every Township and District, and thus see the practical workings of his licenses. The school-room being the true crucible in which the teacher is to be tried, is really the main test at last. A superficial and artful applicant, on examination, can sometimes deceive the best of us, but set him to work in his classes, and we can soon see where we were cheated.

Let section 137, therefore, be repealed, and, if any county Examiner is disposed to be too strict, or is supposed to entertain a prejudice against an applicant, and hence refuse a license, let an appeal be taken according to section 133; and then let the State Superintendent examine the applicant in person, and the result will be harmony where discord now reigns.

EXAMINER.

—It seems appropriate to say that the above was written before Mr. Rugg's note concerning Examinations was published. Further, we hold the opinion that the proper disposition of Sec. 187, is the substitution therefor of a provision for a State Board of Examiners, who shall examine applicants: and to such as shall be found possessed of good moral character, eminent sholarship and eminent professional ability, said board shall issue State Certificates which shall be valid throughout the State and during the life-time of the holder, unless revoked by said Board of Examiners.—Ed.

EXAMINERS: — Will you oblige me and others by forwarding to this department of the Journal such matter as you may deem valuable to examiners? If you will permit, I will name some things that to me seem valuable:

- 1. Clear and practical, (perhaps I should add short, but this will occur to you,) statements as to your modes of conducting examinations.
- 2. Like statements as to your modes of performing your visiting duties.
- 3. Statements of facts relating to the prosperity of schools, interests of trustees, improvement of houses and grounds, acquisition of apparatus, &c.

Lists of questions used in examination on different branches.—ED.

TEACHER'S LICENSE.

"COMMON SCHOOLS-THE HOPE OF OUR COUNTRY."

STATE OF INDIANA, County, SS:
having presented satisfactory evidence of good moral character, and having passed an examination in Orthography, Reading, Writing, Arithmetic, Geography and English Grammar, ————————————————————————————————————
GRADE.
Orthography,
GENERAL AVERAGE.
EXPLANATION.
 General Average is made on the six common school branches, but may be modified by other evidences of professional ability. The General Average determines the time of the certificate; 60 to 70 per cent. giving 6 months, 70 to 80, 12 months, 80 to 95, 18 months, 95 to 100, 24 months.
3. No Certificate is given when the General Average is under 60, or the
per cent. in any one of the six common school branches, under 40.
4. By resolution of Examiners' Convention, the taking of an Educational Journal entitles to an increase of General Average, 5 per cent.
School Examiner.
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[—]The above is the form of License prepared by the committee appointed for that purpose by the Examiners' Convention. The committee left these in my hands subject to order at cost of 80 cents per hundred.—Lu.

Department of Public Instruction.

OFFICE OF SUPERINTENDENT, Indianapolis, January, 1863.

SCHOOL REVENUE FOR TUITION.

I have been informed by county officers that, in several instances, school trustees have used portions, and in some instances very large portions, of the "school revenue for tuition," for building, renting, repairing, finishing and furnishing school houses, and furnishing fuel for their schools. They ask me to decide whether such an application of that kind of revenue is lawful or not.

To this I reply that such an application of the money is clearly in violation of the law. The trustees have never had the warrant of the law to thus apply a single dollar of the common school revenue for tuition.

The third section of the eighth article of the Constitution provides that the income of the common school funds shall be inviolably appropriated to the support of common schools, and to no other purpose whatever.

The second section of the school law provides what moneys shall be denominated the common school revenue for tuition, and appropriates the whole of said revenue, to be applied exclusively to furnishing tuition in the common schools of the State, without any deduction for the expense of collection or disbursement.

This common school revenue for tuition belongs to the State, and never becomes the property of the townships, towns or cities, in such a manner that it can be lawfully used for any other purpose whatever than for paying tuition in the common schools. It certainly can not, after being apportioned and distributed to townships, towns and cities, in trust for tuition, be lawfully loaned out, or paid out, by the trustee, to his township, town or city, or to any person, for any purpose, under any pretence whatever, other than for tuition in the common schools.

If the trustees have made a wrong application of this revenue for years past, it is recoverable back, either by a suit on the bond of the proper trustee, or from the township, town or city; and the trustee should be advised to lose so time in levying the necessary special tax, to pay back the money thus unlawfully used, with interest from the date of its misapplication.

SAMUEL L. BUGG, Sup't Pub. Instruction.

WE? ARE VOTERS AT SCHOOL MEETINGS?

This question is often asked by school officers and other persons interested in the schools.

It is understood that sections 12 and 13 of the school law furnish the answer. The last provise to section 12 provides substantially that any legal voter, whether he has the charge of children within the school ages or not, may attach himself to any school by making a request therefor of the proper trustee, at any time before closing the enumeration. And section 13 provides, in substance, that all persons attached to a school district for school purposes, (including women,) who have charge of children, and all legal voters who may have attached themselves to such district at the time of the annual enumeration, shall be voters at school meetings.

Such meetings do not partake much of the nature of our general or municipal elections. They are business meetings. They are for the transaction and adjustment of such business matters of the school as may be lawfully transacted by its patrons.

By the rules of strict justice, it would appear that such meetings should be under the management and control of such persons only whose business they transact, to-wit: the persons (male or female) who have charge of the children forming the school. Such were the provisions of the old law upon this subject. But when the present school law was enacted. the Legislature, in its wisdom, saw fit to change this principle. It is now provided that legal voters who do not have charge of children belonging to the school may attach themselves to a school or district, and thus become voters at the school meetings for said school.

In view of the foregoing, it is held:

First. That all persons (male or female) who have charge of a child, or children, forming a school, are voters at school meetings for said school.

Second. That all who are legal voters at municipal elections, who have attached themselves to said school according to law, are also voters at such meetings.

Third. That all other persons are excluded.

SAMUEL L. RUGG, Sup't Pub. Instruction.

EDITOR SCHOOL JOURNAL:—Having long felt the necessity of placing our SCHOOL JOURNAL in the hands of Township Trustees for the purpese of making them better acquainted with the workings of our system of public schools, and therefore more efficient in their management; I made application to the Superintendent of Public Instruction of our State, inquiring whether Township Trustees are not warranted under the law in providing their offices with the Journal as an educational aid in the better discharge of their duties, paying for the same out of the educational funds of the Township; and I was highly gratified to find that the Superintendent takes the same view of the matter that I do, as

will be seen by his decision, which I inclose for publication. It is now carnestly hoped that Township Trustees will respond in the same liberal spirit that animates our worthy Superintendent in his laudable efforts to promote the interests of our free school system. I would respectfully press upon the School Examiners throughout the State, the importance of calling the attention of their Township Trustees to the value of the Journal as an auxiliary in their educational labors.

E. P. Cole, School Examiner, Monroe Co., Indiana.

OFFICE OF SUPERINTENDENT Indianapolis, Dec., 31st, 1862.

Prof. Colb.—Dear Sir:—To your inquiry, as to whether the Trustees charged with school duties have the right under the law, to subscribe for the Indiana School Journal, for the use of their respective offices, to be paid for out of the special school revenue in their hands, I answer that I think they have such a right. Section eleven of the School Law provides in substance, that necessary expenses, in providing for, and organizing their schools, may be paid from that revenue.

I understand from its managers that "THE SCHOOL JOURNAL" is to be made by them, a kind of medium for the publication of the official decisions and proceedings of the officer at the head of the Department of Public Instruction for the State, and as such medium, the JOURNAL will become a very useful, and perhaps necessary fixture to the office of School Trustee, for the improvement of the schools.

Very Respectfully, Your Obedient Servant,

SAMUEL L. Ruge,

Sup't. Pub., Instruction.

EDITORIAL—MISCELLANY.

INDIANAPOLIS SCHOOLS.

BUILDINGS.

The number of buildings is 8. These range in number of rooms from 2 to 6. But one of these buildings can lay claim to architectural beauty. Some of the others are respectable and substantial structures, and some others fall, in my judgment, below this latter measure.

DEPARTMENTS.

The pupils are divided into four departments or grades, viz.: Primary, Secondary, Intermediate and Grammar. Every building has in it a Pri-

APPOINTMENT.—E. S. Greene, one of the Grammar School teachers in this city last year, has been appointed to the clerkship in the office of the Superintendent of Public Instruction.

CONSTITUTIONAL AMENDMENT.—We are happy to announce that the proposed amendment to the educational article of the Constitution has passed the Senate. The vote stood 36 for, 6 against.

ROD IN SCHOOL.—Senator Pleek offered substantially the following: "Resolved, That the use of the rod be allowed in schools." After some remarks, the resolution was lost, the President of the Senate remarking that "the use of the rod does not prevail." To some extent a mistake, Mr. President.

CORRECTION.—Prof. Cole's resolution concerning the Journal appeared in the minutes of the Association with the word "remarkable" instead of the correct word, "reasonable."

LEBANON PRESEYTERIAN ACADEMY.—The Catalogue of this Institution for 1862 shows an attendance of 180. The number of teachers is 4. J. M. Coyner, A. M., is principal.

FROM ABROAD.

LADY TEACHER IN THE ASCENDANT.—From the Massachusetts Teacher we learn that Miss Anna C. Brackett, recently of the Cambridge High School, has been elected principal of the Normal School, St. Louis, Mo. This is encouraging to our female teachers.

CAMBRIDGE UNIVERSITY.—The number of students is 814; the number of professors, 56; the number of volumes in the libraries, 152,500:

Another Work on Object Teaching.—A. E. Sheldon, of Oswego, N. Y., assisted by Miss Jones, has just sent out a new and attractive volume on this subject.

INK-Well.—Mr. Sherwood, of Ohicago, recently showed us a new ink-well. Taking it as lawyers say on *prima facie* evidence, we are free to say we have never seen its equal. In our judgment it is a success

IOWA INSTRUCTOR ON INDIANA SCHOOL JOURNAL.—Says the Instructor, "The Indiana School Journal is one of our most readable and able exchanges. As a practical school paper, a paper for teachers, it is among the best."

Thanks to our brother Editors of the Instructor. They touch the very point concerning our success on which we are sensitively solicitous, viz: "a practical school paper, a paper for teachers." To the editors of the Instructor we can say, without any disposition to pay compliment with compliment, that the *Instructor* has greatly improved under its new administration. Success attend it.

NAMES AND POST OFFICE ADDRESS OF MEMBERS OF THE STATE TEACHERS' ASSOCIATION, PRESENT AT THE SESSION OF 1862.*

ALLEN COUNTY.

G. A. Irvine, Fort Wayne. Samuel L. Rugg, Fort Wayne.

BARTHOLOMEW COUNTY.

J. M. Olcott, Columbus.
Jennie McClelland, Columbus.
Mary McClelland, Columbus.
nLewis Mobley, Hartsville.
nN. B. Hamilton, Hartsville.
nJ. S. Stonecypher, Hartsville.
nE. J. Reed, Hartsville.
nRev. David Shuck, Hartsville.
nWilliam Fix, Hartsville.

BOONE COUNTY.

J. M. Coyner, Lebanon.

"Miss M. F. Garrett, Lebanon.

CLAY COUNTY.

"Samuel Loveless, Brazil:

G. W. Stotsenberg, St. Paul.

nMrs. M. J. Stotsenberg, St. Paul.
W. H. Powner, Chifty.

nMiss Maggie Doughty, Chifty.

nMiss Bell Phillips, Greensburg.

nJ. W. Potter, Greensburg.

Eunice Paul, Greensburg.

nAmanda Conover, Greensburg.

J. B. Mallett, McCoy's Station.

nMiss D. J. McWade, Kingston.

FAYETTE COUNTY.

Josiah Gamble, Fayetteville.

HAMILTON COUNTY.

"Hudson Mills, Westfield.
"Alfred White, Westfield.

HENRY COUNTY.

W. W. Byers, Knightstown.

AA. J. Johnson, Knightstown.

James R. Hall, Knightstown.

MRS. M. C. Watson, Knightstown.

E. J. Rice, Newcastle.

NW. P. Hunnicut, Raysville.

HENDRICKS COUNTY.

Anna E. Brown, Plainfield. D. M. Cox, Plainfield. J. H. Snoddy, Stilesville. nMrs. C. D. Snoddy, Stilesville. nAbbie Newman, Coatesville. nRosanna Newman, Coatesville. nAnna King, Coatesville.

HOWARD COUNTY.

nW. T. Carroll, Kokomo, nHannah Coffin, Kokomo.

JOHNSON COUNTY.

nA. F. Denny, Edinburg.

JENNINGS COUNTY.

nAda Jameson, Vernon.

JEFFERSON COUNTY.

J. S. Rankin, Madison, nD. Graham, Madison.

MARION COUNTY.

nMiss Sarah Forsyth, Indianapolis. C. N. Todd, " E. J. Martin, A. C. Horne, 44 Mrs. E. L. Hayden, nMiss Anna Muirson, nMiss Sarah Jameson, 44 nMiss Ada Smith. .. nMiss S. F. Ingold, G. W. Hoss, " L. G. Hay, G. W. Bronson, " E. S. Green. A. C. Shortridge, " H. H. Young, " " Pleasant Bond, " Daniel Ferris, " nCharles Sturdevant. " James H. Smith, J. B. Follett, nMrs. J. B. Follett, " " nJ. S. Hobart,

A. R. Benton,

Names marked with "n" are new members.

LIST OF MEMBERS .- Continued.

nM. Helen Whiting, Indianapolis. T. J. Vater, nJ. William Suffern. u Jennie Vawter, Mrs. Hattie A. Moore, и " Laura Hoyt, 44 nClarinda Hovt. Sarah A. Smith. Anna M. Smith, * nRebecca Trueblood, nMiss H. Taylor, " 4 R. T. Brown, 44 Eliza Ford. " nMary E. Landis, " J. R. Reed, " S. K. Hoshour, " "Emma Robinson. " "M. M. Albertson. 66 nLucretia Hobert " Charlotte Hobert " nAmanda Trueblood. " nJohn Hobart, ĸ W. H. DeMotte, u nAlice Secrest. " nNebraska Cropsey, 44 S. T. Bowen, u W. M. Craig, " J. M. Hiatt. nMelissa Elliott, Valley Mills, nJames Saunders, nHannah Furnas, Bridgeport, Cyrus Smith, Acton. Abijah Johnson, West Newton, MIAMI COUNTY.

W. S. Benham, Peru.

MORGAN COUNTY.

Joseph Poole, Mooresville, nJ. A. Stuart, John Weesner, Monrovia, O. C. Lindley.

MONROE COUNTY.

E. P. Cole, Bloomington, Cyrus Nutt,

MONTGOMERY COUNTY.

Caleb Mills, Crawfordsville, A. D. Goodwin, Ladoga,

nR. H. Wilkinson, Greencastle. nL. L. Rogers, 44 nKate A. Grafton, nNarcie V. Lockwood, nAaron Wood, 41 .. "

PUTNAM COUNTY.

nMiss R. M. Beck. B. T. Hoyt,

RUSH COUNTY.

E. M. Butler, Carthage.

TIPPECANOE COUNTY.

Miss May Vawter, Lafayette. Mattie Vawter, nMary L. Brooks, 46 nMary Campbell, " Thomas Charles.

TIPTON COUNTY.

nC. F. Lockwood, Tipton.

WABASH COUNTY.

White. Wabash.

WASHINGTON COUNTY.

James G. May, Salem.

WHITE COUNTY.

nFannie M. Smith, Brookston. nMary V. Wilson,

WAYNE COUNTY.

Rebecca N. Johnson, Richmond. nJ. T. Bliss, nC. W. Hodgin, u nAaron H. Hastings, æ Matthew Charles, " J. H. Brown. " nHannah Dickinson, nH. H. Kingsbury, 46 44 Amy E. Johnson, nLizzie Morris. " " nRuth Morris, u Geo. H. Grant, " nSeth Hastings, " nRebecca J. Hastings, " nAnna P. Brown, " nIsabella W. Bell, Lucinda B. Jenkins, " u Belle Warner,

LIST OF MEMBERS .- Continued.

36 W D 21 1	D'-L3
nMattie Railsback,	Kicdmong.
Jennie Ballard.	44
"Mary Fulgham,	44
G. P. Brown,	ш
Mrs. G. P. Brown,	44
S. R. Mitchell,	44
Joseph Moore,	64
Jennie Grimes,	"
nMary Robinson,	44
nPulaski Mills, Ne	w Garden,
Anna M. Winder, I	Dublin,
Mary J. Winder.	46
John/Cooper,	"
Emma Hybbard, M	ilton,
Elisa Smith,	и '

Emma Roberts, Milton,
nFrank H. Tufts, "
nMrs. F. H. Fafts, "
nCarrie Walker, Newport,
nW. H. Besnes, Centerville,
W. A. Bell, Williamsburg,
nWm. Russell, Webster,
nEliza Boynton, Whitewater.

FROM OTHER STATES.

O. J. Wilson, Cincinnati, O. W. H. Venable, "Mrs. M. Venable, "O. Phelps, Loganville, Wis.

BOOK TABLE.

THE ART OF ELOCUTION. Revised Edition. By Prof. Henry Day.— Cincinnati: Moore, Wilstach, Keys & Co. Pp. 384.

In the department of vocal elements, this work is full, clear, and, we believe, in the main accurate. In this department we however notice one error, or at least what we deem an error, viz.: the giving of the same sound to a and e in fat and there.

In his discussion of principles, the author announces what we deem two fundamental and important principles, viz.: 1. That a vocal element is marked or determined by the position of the organs making it. 2. That elecution and music are kindred arts. Of the latter he says "that the arts of elecution and music are kindred arts, and rest, in part, on the same facts." This we believe, and hence have maintained that a good elecutionist must have not only a good voice, a good judgment, but a good ear.

This book, so far as examired, pleases us.

McGuffey's New High School Reader. Cincinnati: Winthrop B. Smith & Co.

This is a neat volume of 480 pages. The pieces are well chosen and varied. The number of prose pieces is 193; the number of poetic, 134. Says the Preface: "Its adaptation to the use of higher classes is founded upon the following characteristics: 1. Variety in style and subject. 2. Elevated character of exercises: 3. Exclusion of collateral matter, as rules, remarks, definitions, &c." From an intimate acquaintance with this book, we believe it will prove eminently satisfactory.

CAMP'S GEOGRAPHIES. Published by O. D. Case, Hartford, and George Sherwood, Chicago.

These consist of two volumes, Intermediate and Higher. Pages of 1st, 82; of 2d, 200; cost of 1st, 60 cents; of 2d, \$1 20.

After a fairly careful examination of these books, we make the following points:

1. They contain much less topographical matter than is usually found, [Eminently desirable.] 2. They contain more descriptive matter than usual,—[Good.] 3. The maps are outline,—[A doubtful element.] 4. The books are unsuitable for reference,—[Objectionable.] 5. The accompanying cards designed for map drawing, we commend without stint. Were we teaching Geography, we would have them or others like them.

THE LADIES' REPOSITORY heralds the coming year with its usual variety and interest. Dr. Test, Minister to Sweden, opens a series of articles in the January number. The Doctor's reputation is a guarantee for the interest and ability of these articles. This Monthly is published at Cincinnati, at \$2 50 per annum.

To Subscribers.—It will save us much trouble and insure earlier attention to your wishes, if you will direct all letters concerning the Jour-NAL, as charge of address, failure to receive a number, &c., to the *Publisher*, Mr. Young.

QUERIES.

EDITOR JOURNAL:—I find in your last number the following query, to which, I presume, I am expected to furnish a reply:

"What does Mr. Cole mean, on page 392 Journal, wherein he says, 'We commence the subtraction on the right, because Arithmetic begins there'?"

If "Arithmeticus" had turned to page 6 of the first article I wrote upon the subject, he would have found the answer to his assumed difficulty. On the top of the page is the following sentence:

"The reason that numbers increase from right to left, instead of from left to right, is, like the base of our system, purely arbitrary. It is supposed to be derived from the practice of reading from right to left upon the part of those who invented written arithmetic."

If the above needs any explanation, it is this: It is supposed that the language of those who invented written arithmetic was so constructed as to read from right to left, as the Hebrew now does; and that it was natural, though not absolutely necessary, that they should make their arithmetic proceed in the same manner.

E. P. COLE.

Publisher's Notes.

OLE DEPARTMENT will contain notices of exchanges and other publications not usually found in the Book Table;—also of advertisements, enterprises, improvements, etc. Publishers and booksellers are invited to send us their circulars and catalogues.

THE INDEPENDENT.

This weekly Religious, Literary, and Family Journal, edited by Rev. IP. W. Beecher, Rev. Joshua Leavitt, D.D., and Theodore Tilton, having a circulation, it is stated, more than double that of any similar newspaper in the world, gives notice in its issue of the first of January, that its subscription price will not be increased, nor its size diminished—that the same terms, viz: \$2.00 per Annum, will be continued notwithstanding the great advance in white paper. The same array of distinguished contributors, including Mrs. Harriet Beecher Stowe, Rev. Messrs. Hatfield and Cuyler, Horace Greeley. Whittier the Poet, and others, also, a Sermon by Mr. Beecher, will continue to enrich its columns.

SCIENTIFIC AMERICAN FOR 1863.

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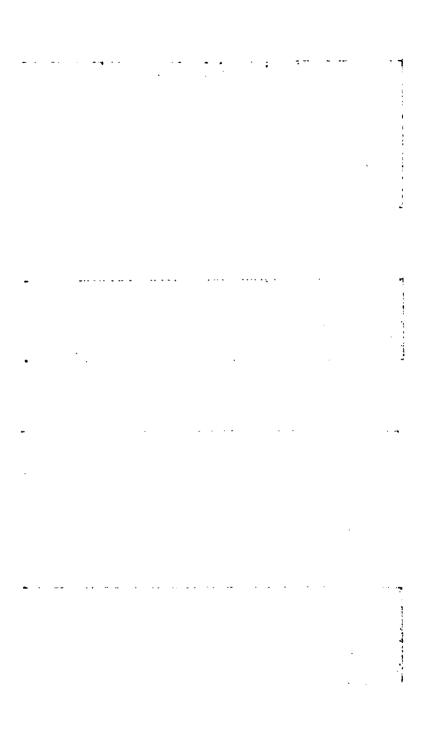
H. H. YOUNG, Indianapolis.

THE INDIANA STATE JOURNAL FOR 1863.

THE INDIANA STATE JOURNAL commenced its Forty-second year on the 1st of January, 1863. At no period during its existence has it had so large a circulation as now, and at no time in the history of our country has there been a period so exciting, or one so intensely interesting to us as a people. or so important to us as a nation. The rapid recurrence of events of the

SPENCERIAN SYSTEM.

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Plate VI

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Indiana School Iournal:

G. W. HOSS, A. M., EDITOR.

VOL. VIII.

Indianapolis, March, 1863.

NO. 3.

HINTS ON TEACHING PENMANSHIP.

BY JAMES W. LUSK.

The teacher should see that every pupil is provided with good materials for writing, and that they are in proper condition for use, before the lesson begins. The school should be classified; all the pupils in a certain grade writing the same copy-book and copy at the same time. When a pupil returns, after an absence of one or more lessons, he should commence writing upon the same copy and line to be written by the school. If delinquent pupils find no time to write up back, unfinished pages, the leaves can be used as loose paper to accompany the next copy-book; thus no paper need be wasted. Each pupil should have a blank book, in connection with the copy-book, to write upon when not practicing in the copy-book. This is an important feature which should not be overlooked by those who desire to produce the best penmen in public schools.

Any teacher should know what disposition to make of these two-books, and how they should be placed, one upon the other. Usually the teacher will dictate the number of words or lines to be written in the copy-book, and after this work is finished have the pupils copy the same words or line upon the blank book, and continue to copy them until they are directed again to write upon the copy-book. In this way all the pupils, fast and slow writers, will be kept together, writing the same copy upon the copy-book. Of course the fast writers will devote much of the time to the blank book.

The advantages of this method of procedure will be apparent to any one after a little trial. Explanations and corrections, accompa
* Associate author of Spencerian system.

nied by blackboard illustrations, should be frequently made by the teacher during the lesson. When this is being done, the strictest attention should be required of every pupil. When teachers are not fortunate enough to secure copy-books for their pupils, they can supply them with blank books, and write upon the blackboard the forms, principles, letters and words which they wish them to copy.

Of course, this method requires the teacher to be expert and correct in his writing upon the board. In case the pupils can not well be classified, and all, in a certain number of book, write the same copy at the same time, the teacher can set apart one lesson in each week for special drill upon the principles of penmanship, upon loose paper or on the blank books. By this means, pupils can be taught the science of penmanship, while they are practicing upon combinations of letters and words. It is, however, far better to classify the school, systematically, in this as in other branches of study, and deal out instruction daily to the different classes as they require it.

The leading features of the copy should be understood before writing. Irace the copy with a dry pen before writing with ink, counting, or requiring the class to count, as many numbers as there are lines in the principle, letter or word, the pupils moving their pens in concert, keeping perfect time with the counting. The names of the lines can be pronounced instead of numbers, if preferred; also, downward, upward, right, etc.

More than tourteen years practice with this method of exercise and drill, has convinced me of its utility as a means for securing correct positions of the hand and pen, together with accurate knowledge of the movements required to form letters. Care should be taken to trace every part of the copy, and to concentrate attention upon the work. A little practice will make any teacher familiar with these methods. The teacher should be quiet, energetic and persevering, in all his doings in this department of instruction. Repetition is necessary until all the pupils are able to perform correctly.

Nothing more effectually destroys the power of the teacher, either to instruct or control a class, than the habit of constantly talking; hence, all explanations should be briefly and clearly given. If an illustration upon the blackboard, accompanied by verbal instruction, can be plainly made in ten seconds, it is better than to occupy the attention of the class longer. The spirit of children leads them to work more than to listen.

TEACHING THE FORMS OF LETTERS.—After many years of careful study and trial of the various modes of teaching children the written alphabet, I am convinced that the highest per cent. of excellent penmanship can be produced in a given period of time by first teaching the *principles*, (fixed forms,) and then the letters, of which the principles are types. This synthetical plan of constructing letters educates the mind in perfect forms, and enables the learner to criticise, intelligently, the penmanship of others, as well as his own.

The plan suggested in the following cuts will be found both convenient and practical, and, if it be properly followed, accompanied by good instruction, it will do more in three months to systematize the hand-writing of a school, than can be done in one year by the ordinary "imitative process."

The First Principle (see Plate I,) is formed by the oblique straight line and concave curve united, and turned at the bottom as short as possible without stopping the motion of the pen.

The application of this principle to the letters in Plate I is plain. It unites with itself at the top in u and w. The slant or elevation of letters should be about 52 degrees. Particular attention should be given to the direction of the curved lines, so that the principles will unite with each other and produce the proper style of writing.

The common errors with beginners, in writing this principle, and the letters depending upon it, are, bending the downward stroke, and rounding the turn at the bottom too much. The special characteristic of each letter should be distinctly formed and correctly placed. The finish of \boldsymbol{w} , the top of \boldsymbol{r} , and the character of \boldsymbol{c} , are made with the same motion of the pen. This principle is elongated and shaded in \boldsymbol{t} and \boldsymbol{d} .

To trace or form the First Principle, two motions are required—downward, upward—one, two—oblique straight line, concave curve, etc. The i, r, t, a, d, require four motions each; the u and c five motions each, and the w seven.

The Second Principle (see Plate II,) is formed of the convex curve and oblique straight line united, and turned short at the top; and is applied in forming m, n, x, z, and one style of r. This principle leans more to the right in x and z than in m and n. This principle is joined to the right side of the first principle to form x. To form z, an inverted l is joined to the second principle, by a small loop, on the ruled line. The principle unites with itself at the bottom in m.

The n, r, x and z, each require five motions of the pen, and the m seven motions.

The three Elementury lines, (convex curve, oblique straight line, and concave curve,) unite to form the Third Principle, (see Plate III,) which is turned equally short at its top and bottom. It joins the second principle at the ruled line in m and n, also the fifth principle in k and p. This principle requires three motions, the k, y, n, v, p, five motions each, and the k seven.

The FOURTH PRINCIPLE (small e, is one third as wide as it is long. (See Plate IV.) When applied to a, d, g, q, it is slanted about 10 degrees more to the right than usual, that the letters may be gracefully and rapidly formed without taking the pen from the paper. This principle requires three motions, and should always be closed at the top. It connects with itself at the top by a straight line. The same kind and degree of curvature should be given to the right side of e in e, e, e, e, as between the straight lines of the letter e. The left side of e may be slightly shaded in e, e and e also in the e, when the finish of the letter is looped like the e.

The FIFTH PRINCIPLE (see Plate V.,) is found in the looped letters above and below the ruled line, or the line of writing, and is four times the length of small o above the line. The loop, in its wideat part, is about one fifth the length; it is turned short at its top, and is two thirds the length of the principle above the line. The downward stroke may be shaded as in the copy, the thickest part of the shade being about three times the strength of the hair line. The finishing dot in b should lean towards the body of the letter and be near to it. The common errors in writing the letter are, in bending the downward stroke and removing the finish too far to the right.

The finish of k is formed of the inverted o shaped and slanted the same as in the g, and the third principle. To form l, three motions are required; five for the b.

The Fifth Principle, inverted, forms a part of j, g, y, z, and the body stroke of q. Two styles of finish are given the q on Plate VI. Four motions are required to form j, four for q, and five for z. The second style of q is looped below the line, the same as f, only shorter.

The FIFTH PRINCIPLE (see Plate VII,) is embodied in the long sabove and below the line of writing. The body stroke of this prin-

ciple is found in the p without loop. The p is two spaces shorter than the f. The shading of the f and the loop below the ruled line should taper upward, as in the copy.

Having thus gone hastily through the alphabet of small letters, it is hoped the how to be of some value to those who have adding and speaking, hahand to the practical as well as beautifught by the example of the comp last article upon this subjet

No amount of explanation or exhort. Letters.

principles, unaccompanied by the living he pupils, in preparing pupil, in the slightest degree, in his endeave attention to the work reader, or an effective, eloquent speaker.

A teacher who is conscious of his inability to teacher who is conscious of his inability to teach should be taught, will not be likely to exert himselve pupils believe that reading is one of the most interesting ant branches of education. On the contrary, he will

ore likely to allow them to slight their reading lessons wi

7, and so act with reference to it as to leave the impres.

" minds that the reading lessons are of you consec

WHY ARE MOST TEACHERS SO UNSUCCESSFUL IN TEACHING READING AND DECLAMATION?

BY PROF. ROBERT KIDD.*

Notwithstanding the great improvements that have been made in the modes of teaching grammar, arithmetic, and most other studies, but little or no progress has been made in the art of teaching reading and declamation. With here and there an exception, the reading performances in our schools and colleges are bad, and the declamations worse. It is a notorious fact, that accomplished readers, and really eloquent speakers, like angels' visits, are "few, and far between."

Now, why is this?

çq

The late Doct. Lyman Beecher, while addressing a class of theological students, at Lane Seminary, said: "One great object of a Theological Seminary is to teach men how to speak well; but it seems as if every one had been taught to speak just as he ought not to; and, when wrong tones and habits of utterance are contracted, they will cling to a man like a dog to a squirrel."

^{*} Author of Kidd's Elecution.

The n, r, s and s, each require five motions of the pen, and the m seven motions.

The three Elementary lines, (convex curve, oblique straight lines, and concave curve,) unite to form the Third Principle, (see Plate III,) which is turned equally short at its top and bottom. It joins the second principle at the ruled line in m and n, also the fifth principle in k and p. This principle requires three motions, the k, y, n, p, five motions each, and the k seven.

The FOURTH PRINCIPLE (small e, is one third as wide as it is long. (See Plate IV.) When applied to a, d, g, q, it is slanted about 10 degrees more to the right than usual, that the letters may be gracefully and rapidly formed without taking the pen from the paper. This principle requires three motions, and should always be closed at the top. It connects with itself at the top by a straight line. The same kind and degree of curvature should be given to the right side of o in a, d, g, q, as between the straight lines of the letter u. The left side of o may be slightly shaded in a, g and que also in the d, when the finish of the letter is looped like the l.

The FIFTH PRINCIPLE (see Plate V.,) is found in the looped actically ignorant of the principles in, or the line of writing, at locution, and of the conditions upon which good reading and good declamation essentially depend? It is not, in my judgment, attributable to any one, but to all of these causes.

To the competent teacher of any art, or of any branch of education, the following qualifications are indispensable: 1st. He must possess a thorough theoretical and practical knowledge of the subject. 2d. He must be able to clearly explain, illustrate or exemplify whatever it may be necessary for him to explain, illustrate and exemplify, in order to give his pupil clear ideas concerning what he should do and how he should do it. 3d. He must take a lively and deep interest in the subject, and love to teach it.

No class of persons know better than teachers, that a critical and practical knowledge of penmanship, drawing, music, grammar, or any other art, is essential to the success of the teacher of that art. As reasonably might we expect a person who can not sing, and who does not understand the science of song, to succeed as a teacher of vocal music, as to expect that a person who is a poor reader, and ignorant of the art of reading and speaking, to succeed as a teacher of reading and oratory.

A few days ago, one of the oldest and ablest teachers in Cincinnati remarked to the writer, "I am convinced that I am not compe-

is the p

tent to teach reading and declamation as they should be taught; for this reason: I dislike to teach them. I am a very poor reader, and I can not declaim at all, and I know very well that no man is competent to explain intelligibly what he does not understand, or to teach another how to do something which he himself is unable to do.

Reading and speaking, like any other art, can only be correctly taught by the example of the competent living teacher.

No amount of explanation or exhortation; no study of rules and principles, unaccompanied by the living illustration, will aid the pupil, in the slightest degree, in his endeavors to become a good reader, or an effective, eloquent speaker.

A teacher who is conscious of his inability to teach reading as it should be taught, will not be likely to exert himself to make his pupils believe that reading is one of the most interesting and important branches of education. On the contrary, he will be much more likely to allow them to slight their reading lessons with impunity, and so act with reference to it as to leave the impression on their minds that the reading lessons are of very little consequence compared with some other recitations. If teachers took one half the pains to make their pupils good readers that they do to have them excel in other studies, a wonderful improvement would soon be perceptible in their elocutionary exercises.

The interest which pupils take in any particular branch of study is awakened and developed chiefly by the efforts of the teacher, and does not, as some suppose, arise from anything peculiarly interesting in the subject itself. The ability of a teacher to make any subject interesting to his pupils will, I believe, other conditions being equal, invariably be found to be in exact proportion to the extent to which he himself is interested in that subject. In some schools, grammar is the favorite study; in others, arithmetic; in others, spelling and definitions, and so on. In most of the public schools of Cincinnati, for several months past, arithmetic has been the favorite study. The interest taken by the pupils in this study, as well as the progress made, is truly astonishing. Now, does any one suppose that this extraordinary interest in the study of arithmetic sprung up, as it were, spontaneously among the pupils? If so, they are greatly mistaken. The teachers resolved upon having a great revival in this department; they spared no effort to bring it about, and the result exceeded their most sanguine expectations.

I hope that no one will do me the injustice to suppose that I wish

to make it appear that the teachers of reading and declamation alone are responsible for all the poor reading and miserable speaking that prevail. I am convinced that most teachers do as well as they know how, and that it is their misfortune rather than their fault that they do not meet with better success in teaching this study.

Teachers are but grown up pupils, who, in the majority of cases, were taught to read and speak just as they ought not to, and it would be unjust to condemn them for the impure tones, faulty utterance and bad habits of expression which they insensibly contracted at school or college. I know that teachers, as a class, desire more light upon this subject; they are fully convinced that the methods of teaching reading are, for the most part, based upon false principles, and, of course, are pernicious in their tendency. As a class, they gladly embrace every favorable opportunity of obtaining information concerning the best modes of teaching this much neglected but truly important branch of education.

I say truly important. If the importance of any branch of education may be estimated by the extent to which it has a direct bearing upon the most important duties and interests of life, then reading may be said to equal, if not transcend, any other study.

To read or declaim aright, involves the healthful exercise of all the speaking and breathing organs; hence, it is highly conducive to bodily and mental health and vigor, and, as a preventative of throat and pulmonary disease, there is nothing that will compare with it.

Not only are the most important organs of the body brought into play in properly conducted elecutionary exercises, but also the most important powers of the mind.

In the study of arithmetic, grammar, history, the languages, mathematics and the natural sciences, memory, the perceptive and reasoning faculties, are, perhaps, all the powers that are engaged; but in reading and declamation, memory, perception, conception, imagination, invention, fancy, taste, in short, every feeling, every passion, every emotion, every faculty of the mind, and every attribute of the soul, are more or less brought into vigorous and healthy action.

Mothers and Schoolmasters plant the seeds of nearly all the good and evil which exists in our world. Its reformation must therefore be begun in nurseries and schools.—Dr. Rusk,

. and a section of the When he was killed, he had started upon another similar mission of mercy to the army. I was standing at his side at the moment of his death, and never before did I have brought home to me the full force of that passage of scripture which declares "That in the midst of life we are in death." Had I been asked, a moment before, who, among all the young men of Indiana, bade fairest for a life of great usefulness and fame, I would have answered, Miles J. Fletcher.

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ETYMOLOGY—NO. III.

BY R. M. CHAPMAN.

ADJECTIVES.

The Adjective is in general understood to comprise all words which qualify or limit nouns. The older grammarians, however, separated the articles, as some recent ones do both these and the numerals.

Some authors divide adjectives into as many kinds as there are varieties of signification in the words coming under that denomination; but this is without advantage, and serves only to burden the memory of the learner. The only practical division of adjectives is one based upon a distinction which manifests itself when the noun is omitted. Adjectives denoting quality require to be preceded by the definite article, whenever they stand without nouns: thus, we say the righteous, the wise, the young. Merely limiting adjectives require no such auxiliary. They assume the position of their nouns with the facility of pronouns, and hence, by many grammarians, they are very properly called pronominal adjectives. Of this sort are the following: any, many, few, both, one, some, all, no, each, either, neither, other, several, such. The numerals have the same Two of the adjectives of this class are capable of characteristic. declension, when used as pronouns. These are other and one, and are declined thus:

	Sing.	Plur.		Sing.	Plur.
N.	other,	others,	N.	one,	ones,
P.	other's,	others',	Ρ.	one's,	ones',
Obj.	other.	others.	Obj.	one.	on es.

The proper adjective, in English, has neither gender, number nor case, and therefore no agreement is required between it and the noun. There is an idiom in apparent opposition to this remark. It is one, however, in which the noun does not control the adjective, but the adjective controls the noun. This is the use of the adjectives many a, and a few, the one implying singularity and the other plurality, before the same noun. In these cases, the noun agrees with that adjective which stands next to it. Thus we say many a man, and a few houses.

If this and that are true adjectives, they constitute another exception, in as much as they always agree in number with their nouns. But we prefer to regard these words as proper pronouns, one reason for which is the very circumstance that they conform in number to the nouns; the capacity for which, that is, their possession of singular and plural forms, belongs to them as pronouns rather than as adjectives.

Adjectives may be employed either as attributes or predicates. Some are used only as attributes, as every, several, only, &c.; others only as predicates, as afraid, alone, alike, worth, &c.; but the greater number may be one or the other; thus we say, "an eloquent speaker," or, "the speaker was eloquent."

Certain adjectives take a different form when used without nouns; thus, a becomes one, and the, that or those, is used, no, none. "A pound of feathers is as heavy as one of lead;" "The pleasures of the mind are superior to those of the body;" "He gave me no assistance, for I wanted none." Perhaps there is the same correlation between only and alone, which are synonymous, but have a different use. Similar to this is the difference between the two torms of the pronouns my, mine; thy, thine; our, ours, &c. May this not be regarded as an argument for regarding these words as really adjectives, and not pronouns, as many grammarians have contended?

The pupil's powers and capacities, and his destined or chosen occupation in life, should influence, in some degree, his studies from the very beginning of his educational course.—*Prest*, *Hill*.

THE ORIGIN OF GEOMETRY.

The origin of Geometry is lost in remote antiquity. It is known to have made some progress among the Egyptians before the age of Thales, as that Philosopher, after spending some time in the schools of Thebes and Memphis, transported thence a knowledge of the service to his native country. The obliteration of the boundary lines in the valley of the Nile by the annual over flowing of the river is said to have compelled the inhabitants to devise means for their re-adjustment: hence the term Geometry, from earth, and measure. Herodotus, who lived in the fifth century B. C., gives the following account of what he had learned on the subject from the Egyptian priests:—

"Sesostris, they declared, made a division of the soil of Egypt among the inhabitants, assigning square plots of ground of equal size to all, and obtaining his chief revenue from the rent which holders were required to pay him every year. If the river carried away any pertion of a man's lot, he appeared before the king, and related what had happened; upon which the king sent persons to examine, and determine by measurement the exact extent of the loss; and thenceforth only such a rent was demanded of him as was proportionate to the reduced size of his land. From this practice, I think, Geometry first came to be known in Egypt, whence it passed into Greece."*

Some chronologists have regarded the Sesostris here mentioned as identical with Shishak who invaded Judea in the fifth year of the reign of Rehoboam, the son of Solomon. † (B. C. 971.) Recent researches have shown, however, that he was the same with Ramises II, (of the nineteenth dynasty.) whose reign commenced about the year 1322 B. C. or 700 years before the introduction of Geometry into Greece.† The opinion of Herodotus would thus make the origin of Geometry precede the Christian Era by at least 1200 years. Sir J. G. Wilkinson assigns the science a still greater antiquity. "The sculptures of the pyramidperiod," he remarks, afford sufficient evidence that "land surveying and all that relate to the canals and the river, were well-known in Egypt long before the age even of the Sesostris," or several centuries before the reign of Ramises. But, in short, the occasions in which it is necessary to compare the relation and properties of lines, angles, surfaces and solids, are so numerous, that a Geometry, although no doubt extremely imperfect, must have been coeval with the earliest civilization.

It is altogether probable that many important geometrical truths were known empirically long before they had been rigidly demonstrated. The propositions, for instance, that the square of the hypothenuse of a right

^{*} Rawlinson's Herodotus, Book II., ch. 109. † I. Kings, XIV. 62.

¹ See Rawlinson's Herodotus, vol. II.

angled triangle is equal to the sum of the squares of the other two sides, was doubtless so known to the earlier Greeks. Their active minds, ever in quest of new discoveries, could not fail to notice that in the case of the triangle whose sides are three, four and five, the units of surface contained in the square of the last are exactly equal in number to the sum of those in the other two. The same would be observed in regard to others having an integral hypothenuse whose square is equal to the sum of two integral squares. In all other cases the theorem would be found approximately true by diminshing the unit. The honor, however, of the first general demonstration is due to Poythagoras.

D. K.

THE DYING SOLDIER.

BY MISS D.

I am dying, Mother, dying, Here upon the floor; Naught is heard except, Mother, The guard outside the door.

Yes dying, Mother, dying,
I feel death's cold hand now,
I know I'm not mistaken, Mother,
For he has laid it on my brow.

It will cool, Mother, cool
The fever in my brainO! that cold, damp sweat, Mother,
I feel it now again.

Such sufferings, Mother, sufferings, Your son ne'er felt before, It makes my heart beat glad, Mother To think they'll soon be o'er.

It is glorious, Mother, glorious, To be on the battle field, And feel your life depends, Mother, Upon the sword you wield.

We were brave, Mother, brave, But some of us must die; And your son was among the number That fell without a sigh.

By foreign hands thy dying eyes were closed,

By foreign hands thy decent limbs composed;

By foreign bands thy humble grave adorned,

By strangers honored, and by strangers mourned.

Pope.

Primary Teaching.

ANNA P. BROWN, EDITRESS.

THE CHILD'S FIRST TERM AT SCHOOL

BY HIRAM HADLEY.

If some of the readers of the Journal feel disposed to think that the sentiments of this article are rather stale, I beg their indulgence, assuring them that there are those to whom they will not thus appear.

There are periods in life, seemingly of more importance than others, but which one is fraught with greater interest than that covered by the child's first term at school? Often, indeed, are tastes formed there that allure the child on through succeeding years, by pleasant paths, to that desirable boon, a well developed mind. Often, too, those little buddings of future growth are stifled there, and the fountains of the child's gushing heart are dried up. As our schools are, I fear that the latter is the case oftener than the former.

Without a desire to place prominently before the public a particular case, I think I shall be pardoned by those who recognize in it a familiar face, if it may conduce to the advancement of our educational interests. A few days since, in my school visitations, I heard a recitation which I shall try to describe. The class consisted of two girls, about nine years of age; the text book, McGuffey's Spelling Book; the lesson . words of four or five syllables. The mode of recitation was as follows: The pupils in turn would name the letter composing a long word and pronounce it something, bearing but little resemblance to its correct pro-The teacher then gave the pronunciation, and the pupil repeated. Thus: Pupil-t-r-a-n-q-u-i-l-l-i-t-y, tran'kil-ty. Teacher, tranquil'li ty; Pupil, tranquil'lity. The time occupied was about ten minutes. Allowing four recitations each day, and the time daily employed by those pupils amounts to forty minutes, in doing what? Repeating the alphabet, and "nothing more." Not an idea was added to their stock,-not a thought elicited from them.

The teacher pointed out with much satisfaction the many pages they had spelled, (?) and "hoped to get through the book this term." These children had never tried to read a short sentence containing an idea intelligent to them. They had never been taught and encouraged to print or write their lessons on the slate. In that school, slates were the badges worn only by those who had "spelled the spelling-book through." Is not such instruction (punishment) calculated to kill mind, and render the

school-room a terror to a child? This is not a solitary case, but many such are to be found.

I have told what the books, recitation, &c., of this class were; I am expected, of course, to suggest better ones.

Books.—A small slate and a pencil are the first things to be placed in the hands of a child about to be sent to school. Horace Mann, in his remarks on European schools, says: "I never saw a Prussian school, above an infant school, in which any child was unprovided with a slate and pencil." Next to these, and at the same time, the pupil should have a little reading book, containing a great many pictures of familiar objects and familiar scenes. The book should contain the names of these objects, and short sentences about them, expressive of ideas which the child already possesses.

RECITATION.—Teach words before letters. Children learn to call at sight the names of objects, such as dog, cat, &c., more readily than they do the names of letters. The reason is, the word contains an intelligible idea, the letter does not. The teacher has his little class of beginners before him; he talks to them pleasantly and childishly, till he has removed all doubting fears from them, then holds up some object, as a cap. and asks them what it is; what used for; what made of; what color. &c.; next, if possible, he shows them a picture of a cap, and talks about it; next, he prints, as neatly as possible, the word cap on the board, and tells them that the word is cap. He tells them that when they see that word they must think of a cap. He should, at this recitation, print the word on the board many times, inquiring of the class each time what it is. Continue to print till the word is familiar to all. At the first lesson but a single word should be taught; at subsequent lessons, a little more may be added. When the pupil has learned a few words, the teacher may combine them into short sentences, and thus the pupil reads. Cards containing these words are of much assistance to the teacher. He may now get the pupils to search, in their books or on the cards, for the words which they have learned. Teach words first, but do not forget to teach the pupils very soon to spell every word. The teacher may adopt either the Phonic or the Alphabetic method, as he prefers.

EMPLOYMENT DURING RECITATIONS.—Print the word cap on the board, and teach the children to print it on their slates. Have them bring up their slates filled with the word. Encourage them in their rude efforts, and they will improve. A great many other nice things, such as object lessons, gymnastics, &c., might be intermingled; but, as this article had its origin in the knowledge of a positive necessity, I desire to make it practical to the teachers of our country schools. Hence I will not burden them with these. In many places, strong prejudices exist in the minds of the people against anything new. They seem to think that schools

should be as they were "forty years ago." George B. Emerson wrote, several years ago, as follows: "A better way of learning children to read, much and carefully practiced of late, is, to let children learn werds first, and afterwards the letters of the alphabet of which they are made up. This is Nature's method. A child learns to know his mother's face before he knows the several features of which it is composed." Again let me quote from Horace Mann: "The practice of beginning with the name of the letters is founded upon the idea that it facilitates the combination of them into words. On the other hand, I believe that if two children, of equal quickness and capacity, are taken, one of whom can name every letter in the alphabet, at sight, and the other does not know them from Chinese characters, the latter can be most easily taught to read; in other words, that the learning of the letters first is an absolute hindrance."

PRIMARY READING.

How to teach to Read and Spell is the question of every primary school. The pupil thinks that to learn these is the great business of his school-boy days; but he does not burden himself as to which comes first. The parent, more sagacious, reveres the order above, and trots his boy off to school with a nice new spelling book under his arm. Before we talk too much of "Object Teaching," of which we know little, let us learn to teach reading and spelling.

The day for opening school arrives, and the children present themselves. They are classified as best they can be, and the teacher opens out upon the little James's and Johns and Marys under his charge. Too often he knows no better course to pursue than the well worn path of his boyhood. The penknife designates, the teacher utters, and the child repeats the letters in the alphabet from a to z, then from z to a, four times per day from weak to week. I know of one poor fellow who will thus repeat the alphabet to his pupils, and then send the little hopefuls to their seat to study "their lesson." He must of course be an excellent teacher, "because the children all read (?) four times a day." I was taught after this plan, and was six months in learning my letters, and all else I learned in the meantime, "bear in wickedness," was to hate school—a lesson it took me long to forget.

I can yet see that coal mark on either side of me, drawn across the seat to indicate the limits of my perambulations. No imaginary line, I assure you. At least the results were not always imaginary. This was my model for a primary school when I commenced teaching. Many of the children of Indiana to-day, receive no better instruction than I re-

ceived. Compare this method, or rather want of method, with the following, taken from one of the best schools in the world:

"The class sat before the blackboard, with slates and pencils. teacher said, 'now let us make all the sounds that we can with our lips. First, put the lips gently together and sound m,' (not em,)-which they all did. Then she said, 'Now let us draw it on the blackboard,-three short straight marks by the side of each other, and join them on the top: that is m. What is it?' They sound m, and make three marks, and join them on the top with more less success. The teacher said.— 'Now put your lips close together, and say p.' (This is mute and must be whispered.) They all imitated the motion made. She said.—'Now let us write it; one straight mark, then the upper lip puffed out at the top.' M and p to be written and distinguished, are perhaps enough for one lesson, which should not reach half an hour in length. At the next lesson these were repeated again. Then the teacher said,—'Now put your lips together, and make the same motion you did to say p, but make a little more sound, and it will be b,' (which is sonorous.) 'You must write it differently from p; you must make a short mark, and put the under lip on.' 'Now put your teeth on your under lip, and say f.' (She gave the power.) 'You must write by making a short straight mark make a bow, and then cross it with a little mark across the middle.' 'Now fix your lips in the same manner and sound a little, and you will make v. Write it by making two little marks meet at the bottom.'

This last letter was made a separate lesson of, and the other lessons were reviewed. The teacher then said, 'Now you have learned some letters,'—making them over, and asking what each was. She afterward added w, giving its power and form, and putting it with the lip letters.

At the next lesson they were told to make the letters with their lips, and she wrote them down on the board, and then said: 'Now, we will make some tooth letters. Put your teeth together and say t. (She gave the power, and showed them how to make it. 'Now put your teeth together and make a sound, and it will be d. That is written just like b, only we put the lip behind. Now put your lips together and hiss, and then make this little crooked snake—(s). Then fix your teeth in the same manner, and buzz like a bee. You write z pointed this way. Now put your teeth together and say j, written with a dot.

At the next lesson the throat letters are given. First the hard gutteral was sounded, and they were told three ways to write it,—c, k, q, distinguished as round, high, and, with a tail. C was not sounded see but ke. Another lesson gave them the soft gutteral g, but did not sound it gee; and the aspirate but did not call it aitch.

Another lesson gave the vowels, (or voice letters, as she called them,) and was made lively by her writing all of them afterward in one word,

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micaou, and calling it the cat's song. It took from a week to ten days to teach these letters, one lesson a day of about twenty minutes. Then came words, mama, papa, puss, pussy, &c. At first only one word was the lesson, and the letters were reviewed in their divisions of lip-letters, throat-letters, tooth-letters, and voice-letters.

This teacher had Miss Peabody's "Nursery Reading Book," and when she had taught the class to make all the words on the first page of it, she gave each of the children the book and told them to find first one word and then another. It was a great pleasure to them to be told that now they could read. They were encouraged to copy the words out of the book upon their slates.

"The first Nursery Reading Book has in it no words that have exceptions in their spelfing to the sounds given to the children as the powers the letters. Nor has it any diphthongs, or combinations of letters, such as ai, ou, ch, sh, th. After they could read it at sight, they were told that all words were not so regular, and their attention was called to the initial sounds of thin, shin, and chin, and to the proper diphthongs, ou, oi, and au, and they wrote words considering these as additional characters. Then Mother Goose was put into their hands, and they were made to read by rote the songs they had already learned by heart, and to copy them. It was a great entertainment to find the queer words and these were made the nucleus of groups of similar words, which were written on the blackboard and copied on their slates."—(Atlantic Monthly.)

I have given this extended quotation because it tells better than I can, the plan we have been pursuing during the last year with much success. The sounds of the letters are, in every instance, taught before their names. But so much more remains to be said upon this subject that I must defer its further discussion until the next number.

Examiners' Department.

RESULTS OF EXAMINATIONS.

BY THE EDITOR.

From the Superintendent's office, we obtain the following interesting and instructive facts. These cover the time elapsing from the taking effect of the Revised School Law, in 1861, until the 30th of May, 1862, a period of about thirteen months. In territory, they embrace the State:

The whole number of teachers licensed was - - - 5,133

The number licensed for two years was	-	-	-	-	-	85 0
The number licensed for 18 months was	-	-	-	-	-	513
The number licensed for 12 months was	-	-	-	-	-	2,054
The number licensed for 6 months was	-	-	-	-	-	1,426
The number licensed for less than 6 month	18 Wa	8	•	-	-	270
The number of applicants who were refuse	d lice	enses	was	-	-	634
Elkhart county licensed the largest number	r	-	-	-	-	158
Vanderburg county licensed the largest nu	mber	for t	wo ye	ars	-	61
Grant county licensed the largest number	for 6	mont	hs	-	-	51
DeKalb and Franklin each licensed -	-	-	-	-	-	50
Huntington licensed the largest number for	r less	than	6 mo	nths	-	37
Steuben withheld licenses from the largest	nnm	ber	-	-	-	86
Marion revoked the largest number of lice	nses	-	-	-	-	6

The above facts are interesting and significant, hence warrant a reflection or two.

- 1. All, we think, will be impressed with the wide difference between the two year and one year lists, the latter being 2.44 times as large as the former; or, expressed less cumbrously, there are 244 teachers holding one year licenses for every 100 holding two year licenses.
- 2. The difference between the number holding two year licenses and those holding six months and under is equally noticeable, the number of the one being 850, and of the other 1696, the ratio being 2, saving a very small fraction. Add to this last, the number who were refused licenses, and the ratio becomes 2.74.
- 3. The inevitable inference from the above is the following, viz.: that either the Examiners' standard is high, or the teachers' standard is low. Not improbably both obtain, one in some counties, and the other in some. and both in others.
- 4. Teachers, let us go up. Examiners, lead the way. Said Daniel Webster, "There is room in the upper story of every profession."

FROM KOSCIUSKO.

Mr. Editor-

Schools in Kosciusko are generally doing well. Teachers, for the most part, aspire to higher attainments, and more thorough qualifications for their work. I find that a lecture occasionally at a central point, at which they can convene, and by their influence call out many of the parents, has a good influence, quiets discordant elements, and harmonizes the efforts of teachers and parents in the promotion of the children's highest interest.

Lectured last night to a full house, and on Suturday afternoon visited a school, and found that the teacher had apprised his patrons of my expected visit, and invited them to be present. It was soon ascertained that he was a teacher of influence and highly esteemed; for, at the appointed hour, a goodly number, residents of that and adjoining districts, including eight teachers convened, and we talked to them for an hour; after which kind greetings were exchanged, and we separated. Several of us, however, met again in the evening at another school house, some miles distant, where we found nine teachers, with patrons and pupils in proportion.

At all these meetings, and others previously held, I have not failed to urge attention to the "Constitutional Amendment" and ratification by vote next fall.

Yours truly.

D. T. Johnson, Examiner.

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Department of Public Instruction.

Office of Superintendent, Indianapolis, March, 1863.

CAN A SCHOOL EXAMINER BE A JUSTICE OF THE PEACE?

"The Board of County Commissioners in accordance with the provisions of the 32d section of the School Law appointed me School Examiner, which appointment I accepted, was duly sworn, and entered upon the discharge of its duties. I have since been elected, commissioned and qualified as a Justice of the Peace. Am I authorized to act as School Examiner?"

Answer.—I think you are not authorized to act as School Examinev. The acceptance of an office is understood to vacate one previously held, except as in the Constitution expressly permitted. See Sec. nine, Art. II, of the Constitutior. See also the case of Daily vs the State, Eighth Blackford, page 329.

"The schools in my township are unequal in size and cost differently. In what manner shall I apportion to them the school revenue for tuition, so that each school shall be taught an equal length of time, according to Sec. 10 of the School Law?

TRUSTEE."

The following rule will apportion your revenue so as to accomplish the object:

1. Determine as near as you can the cost per day of suitable teachers for each of the schools in the township, and the aggregate cost per day of them all; 2, Divide the school revenue on hand by said aggregate cost, and you will have the number of days which all the schools can be taught for the money you have; 3, Multiply this length of the schools by the cost per day of each school respectively, and you ascertain the apportionment of revenue to each school.

Such an apportionment of revenue provides for each school an equal

length of time, without regard to the diversity in the number of pupils at the several schools, or the cost of either school. It takes up all the school money on hand, and leaves neither money nor debt to go over to the following year.

It will not do to make the apportionment to the schools according to the number of children in each; neither will it in all cases do to apportion it equally to the several schools.

The following example illustrates the foregoing rule:

No. of schools in township, 1,

\$1.00, \$1.10, \$1.25, \$1.50, \$2.00. Cost of each per day,

Average cost of all per day, 6.85. Amount of money on hand, 445.25.

Then \$445.25 - \$6.85=65, (No. days of school.

No. days, 65 ×\$1.00=\$65.00, total belonging to 1st school.

$$65 \times 1.10 = 71.65$$
, " " 2d, " $65 \times 1.25 = 81.25$, " " 3d, " $65 \times 1.50 = 97.50$, " " 4th, $65 \times 2.00 = 130.00$, " " 5th school.

"Can children attached to, and forming any particular school, lawfully attend at pleasure any school in the township?"

I think they can not. Section 12 of the School Law, provides, among other things, that when persons having charge of children, have made their selection of the school to which they desire to attach themselves for school purposes, they shall not be allowed thereafter to attach themselves to, or have the privilege of any other school, but by the consent of the Trustee for good cause shown.

I think a Trustee has the right to permit persons to change from one school to another, in his township, for good cause shown; but the children attached to a particular school, or the persons having charge of them, have no right to make such a change, without first showing to the proper trustee, good cause for such a change, and obtaining his consent for it.

Transfers from one township to another for school purposes, can be made only when the enumeration forms the basis for the apportionment of school revenue, and the levy of special school tax; and when the basis is once fixed, it cannot be changed from the year for which it is fixed without great inconvenience to the Examiner and County Auditor, in keeping their accounts of the collection and apportionment of school rev-

"The persons forming two of the schools in my township, desire to have their schools consolidated into one, and formed into a good graded school. Have I, as Trustee, the right to consolidate them, and establish in connection therewith a graded school?" TRUSTER.

Answer.—I understand section nine of the School Law to provide amply for such a proceeding. It provides substantially that the Trustees

shall take charge of the educational affairs of their respective trwnships. towns and cities; employ teachers, establish and conveniently locate sufficient schools for the education of the children; build, or otherwise provide suitable houses, furniture and apparatus for their several schools; establish graded schools or modifications of them, and admit into the higher departments of such schools, the advanced pupils from any of their primary schools. They have the care and management of the school property of their respective corporations.

Section ten of the School Law provides that their schools must all be taught an equal length of time, without regard to the diversity in the number of pupils in, or the cost of, the several schools.

These provisions confer upon the Trustee a great deal of power, and they should be construed liberally for the accomplishment of the objects indicated.

SAMUEL L. RUGG,

Sup't Pub. Instruction.

"EXAMINER:"

Dear Sir—In your letter you state to me that in your county some of the Trustees employ, or have permitted to be employed, teachers who have not obtained licenses to teach; and that Trustees have in some instances paid from the Common School Revenue of the State, teachers who have no license to teach.

Such employment is clearly at variance with the provisions of the School Law, and with its true intent and meaning. But if such illegal employment is acquiesced in and permitted by the Trustee and patrons of the school, without notice or objection to the teacher until at or near the close of his school, such acquiescence cures the illegal employment, and the teacher is entitled to his pay, and can, I think, recover it at law. No person but the Trustee has the right to employ teachers for the public schools of the State, and if such employment is made by any other person it then becomes the duty of the Trustee to give the teacher notice to quit. But if the Trustee contracts for such illegal employment, then any of the persons forming the school for which such illegal employment is made has the right, within a reasonable time, to appeal from the decision of the Trustee making such contract, to the School Examiner of the proper county, whose decision shall be final.

If a teacher is permitted to continue his school under an illegal employment, to the close of his term, or near to it, without objection, and objection be then made, it would come too late to bar him from receiving his pay from the Trustee.

Yours, very respectfully, SAMUEL L. RUGG, Supt. Pub. Instruction.

EDITORIAL-MISCELLANY.

OUR BENEVOLENT INSTITUTIONS.

From the annual reports just published, we gather the following facts: 1.—OF THE BLIND.

The number of pupils in attendance during the year just closed, was 95,—41 males and 54 females. The number last year was 76. The total cost of running the Institution for the year was \$19,162.13.

The number of Blind in our State, as shown by the census of 1860, is 530. This shows that our Institution is extending its blessing to only a small fraction of these unfortunates. Many know nothing of the existence of this Institution. Others know, but are unwilling to trust themselves among strangers far from home. I make both these statements from knowledge, having taught two years in this Institution.

Hence, teachers, you may confer a blessing upon some sightless unfortunate in your neighborhood by urging him or her to go to this Institution, this home for the Blind. Touching this, hear the Superintendent, Mr. Churchman, in his report to the Board: "But I should come short of my duty, did I fail to remind you, and through you the humane of every class throughout the State, that there are still within our borders, very many-children of misfortune, groping in mental as well as physical darkness, whom it should be the earnest care of all to seek out and bring within our walls, to participate in the blessings provided for them through the munificence of a generous people."

2. OF THE DEAF AND DUMB.

The average number in attendance for year closing Nov., '62, was 143. The whole number in the State, as shown by the census of '60, is 801.

The current expenses of the Institution for the year, exclusive of repairs of building or improvement of grounds, were \$27,312.18, making nearly \$200 per pupil. The number of volumes in the library is 1,500.

In the Handicraft department, fifteen pupils are learning cabinet making, and twenty-five learning boot and shoe making.

3, OF THE INSANE.

The number of patients under treatment during the year ending Oct., 1862, was 500; females, 243; males, 257. Of these 114 were restored and discharged.

The current expenses of the Institution, exclusive of improvements of grounds and buildings, were \$29,890.81, making a cost per pupil of \$99.

From the census of 1860, we learn that the number of insane in the State is 1,035. Among the various causes assigned for the insanity of

these patients, we find the "excessive use of tobacco" as the cause assigned for the insanity of 30; and a defective education and dissipation as the cause of the insanity of 10.

TRIBUTE TO THE DEPARTED.

On Wednesday afternoon, Dec. 31st, 1862, the people of Moore's Hill and vicinity, assembled together at the M. E. Church, for the purpose of considering in what way they could be it give expression to their high appreciation of the character and qualities of the late Prof. S. R. Adams, President of Moore's Hill College, and Chaplain of the 26th Regiment, Ind. Volt. The following resolutions were adopted on the occasion:—

- 1. Resolved, That by the death of Prof. Adams, the cause of education has lost a zealous and able advocate; the church, an earnest and faithful minister; his neighbors and associates, a genial companion and a reliable friend; the community, a valuable citizen and upright man, and his country as pure and devoted a patriot as ever lived or died in herservice.
- 2. Resolved, That as President of Moore's Hill College, Prof. Adams-discharged all his various duties in that connection, with such marked ability, such untiring zeal, such excellent judgment, such unquestionable fidelity, and such entire success, as to gain the affectionate esteem of the students, the respect and confidence of the patrons of the Institution, and the favorable opinion and good will of the whole community.
- 3. Resolved, That we deeply sympatize with his devoted, noble wife, in this, her sad bereavement, and tender to her the assurance of our deep and sincere condolence in this her great affliction.
- 4. Resolved, That copies of these resolutions be sent for publication to the Auroria Commercial, the Western Christian Advocate, and the Ind. School Journal.
- —The above was sent for last number, but came two days too late-The friends will therefore excuse the delay.—ED.

SENATE DEBATE ON THE CONSTITUTIONAL AMEND-MENT.

Mr. Douglas, from the Committee on Education reported back joint resolution ammending the Constitution so as to empower cities, towns and townships to levy special taxes, and recommending its passage. Concurred in.

Mr. March explained the joint resolution. The Supreme Court had decided that no school taxes should be levied and collected save the Stateschool tax. If the people, at the next election, approved by their votes the ammendments proposed, then any local community could levy an additional school tax for the benefit of their own children.

Mr. Claypool said he was opposed to the proposed amendments, uness some provision was made to stop the present rule, by which such counties as Fayette were depleted of taxes raised in their midst to sustain other counties where the taxes collected were much less than their distributive share.

Mr. Shields contended that the principle of general taxation for school purposes was correct, and that it was reasonable and just that wealthy counties should help educate the poorer ones. He wished to perfect our system so that when the volunteer left his state he could say to his wife, "If I should not come back, we have schools in which to educate our children"

Mr. Mansfield thought that it was the intention of the framers of our Constitution to provide an equal system of common schools throughout the whole State by which the poorest locality could have its schools. The proposed amendments enabled any community that desired to increase its school facilities to levy a special tax for that purpose.

Mr. Johnson had always been opposed to the system that allowed one man to be taxed to educate the children of another. He didn't believe in the doctrine preached so often that an increase of educational facilities would increase the morals of community. If a man was a natural born rascal, he would improve in rascality by education.

Mr. Campbell favored the adoption of the resoltion.

Mr. March answered the arguments advanced by Mr. Johnson, and claimed that in all well educated communities the proportion of immorality and crime was much less than in more ignorant localties, and that the principle was right that all should be taxed for educational purposes. This proposition did not touch that clause in the Constitution, but gave additional powers to communities to levy additional taxes that all the children might be educated.

Mr. Dunning believed that every community ought to take care of all the children in its midst, and as the proposition enabled communities to do this he should vote for the joint resolution. The doctrine advanced by Mr. Johnson was in oppositon to the teachings and belief of his (Dunning's) whole life.

Mr. Downey feared that the amendments proposed would conflict with that provision of the Constitution which authorizes the Legislature "to provide by law for a general and uniform system of common schools, wherein tuition shall be without charge, and equally open to all." If local taxes were collected for local schools in some places and not in others a "general and uniform system of common schools" would not exist and hence the wise provisions of the Constitution might be rendered ineffective.

Mr. Ray thought it too late now to raise arguments against the utility

of education, in the face of our own Constitution, which says that "Knowledge and learning, generally diffused throughout a community, being essential to the preservation of a free government," it was the duty of the General Assembly to provide laws on the subject. He thought Mr. Downey's objection untenable, for the reason that the proposed amendments were intended to correct the existing provision prohibiting local taxation and if they were adopted there would be no conflict between their provisions and the Constitution as it was.

Mr. Johnson denied that the Constitution required a tax to be levied upon the people to educate the children of the State. Education was a thing in itself, but not every thing. There would be just as much justice in taxing the people to buy books, or clothing, or food for children as to raise a fund by taxation to provide them with schools.

Mr. Lander could not favor the resolution unless it was amended so as to embrace only cities and towns. The farming community desired no such amendment, and unless townships were exempted, the people would vote it down. He therefore offered an amendment to that effect.

The Chair (Mr. Wolfe temporarily presiding) decided that the joint resolution having been passed by a previous Legislature, it was not subject to amendment. The only question to be determined was that of concurrence or non-concurrence.

The report was concurred in, and the joint resolution passed. Yeas, 36; nays, Messrs. Bearss, Claypool, Finch, Fuller, Johnson and Moore.
—Indianapolis Daily Journal.

ANOTHEE NORMAL INSTITUTE.—We learn from Examiner Hadley, that another Normal Institute is to be held at Richmond, Wayne Co.—This will be held some time in the summer vacation.

In view of the eminent success of the Institute last year, we think we hazard nothing when we say that the coming one will be eminently deserving of the attention and attendance of the teachers of that part of the State.

MORGAN AND HENDRICKS Co. ASSOCIATION.—These counties keep up a Union Association, meeting monthly. On the 21st ult., we had the pleasure of meeting with and lecturing before the teachers of this Association. The class recitations and drills were practical, hence profitable. These teachers seem imbued with the true spirit of their calling.

PROSPERITY.—From Prof. Rogers we learn that Asbury University is prosperous, the attendance being 150.

TREE PLANTING.—Teachers and Trustees will bear in mind that the tree-planting season will be here in a few days. Trees were planted in many yards last year; let them be planted in a larger number this year. The great political economist, Adam Smith, said, "he who makes two

blades of grass grow where formerly grew but one, is a benefactor." Teacher, plant a tree and become a benefactor.

1ts fate is uncertain.

CONTRIBUTORS will be patient: we have twice as much matter on hand as can be inserted in this No. Thanks for abundance.

FROM ABROAD.

EDWARD EVERETT'S son is a student in Cambridge University, England.

GEO. B. STONE, the editor of our Journal for the first two and a half years of its history, has recently been elected to the Professorship of Rhetoric annd Oratory, in Washington University, St. Louis. We are truly pleased to hear of this promotion of an old and esteemed friend.

CALIFORNIA.—A State Normal School was opened in San Francisco in July last. The last session of the Legislature appropriated \$3,000 for its support.

At the last meeting of the Teachers' Association, a committee was appointed to consider the subject of a journal of education for that State.

Success to the teachers in Eldorado.

STATUE OF HORACE MANN.—A letter from Rome to a lady in this city says: "We visited this morning the studio of Miss Stebbins, to see the statue she has completed of Horace Mann. It is superb, and by universal consent is considered the finest statue in any studio now in Rome. It is eight feet high, and is richly draped with a cloak thrown loosely over the figure, which passes under the right extended arm, then over the breast and left shoulder, falling in rich, graceful folds down the back, then to the base of the statue. The left hand clasps a book against the breast, and upon the pedestal is a pile of books, which serve as a support to the figure, as well as to indicate the literary pursuits of the man. There are many personal friends of Horace Mann now in Rome, who pronounce the likeness most excellent. It will shortly be sent to Munich to be cast in bronze, and Boston will soon be enriched with one of the noblest modern statues that has ever left Rome."—Ex.

SUSPENDED.—The New Hampshire Journal of Education has been suspended. This suspension, as stated by the editor, was occasioned by the high price of paper and the lean patronage received from teachers. We regret this suspension; it leaves the State with one light the less, and the sisterhood of journals with one voice silenced.

MILITARY AND GYMNASTICS.—Says the catologue of Washington University at St. Louis, "in addition to the gymnastic aparatus already furnished, there is, at stated hours, a military drill.

WISCONSIN.—From the Wisconsin Journal we learn that on the 13th of March a Normal Department is to be opened in connection with the State University at Madison. Both sexes are to be admitted. Thus, other and younger States are moving, but Indiana slumbers. Slumberer, when wilt thou awake!

ILLINOIS.—From the Illinois Teacher we learn that the Teachers' Association, which commenced on the day ours adjourned, was one of the most interesting and numerously attended meetings ever held in the State. Among the subjects before the Association were the following: The Best Methods of Teaching Beginners to Read, Object Teaching, Map Drawing, and Compulsory Attendance at School.

Among the lecturers, we notice the name of our former Indiana friend, of Wabash College, Prof. Butler, now of the State University, Wisconsin. Strong resolutions were passed affirming the fixed devotion of the teachers to the Union. Like resolutions, it will be remembered, were passed at our Association. In praise let it ever be said: Teachers are LOYAL.

RHODE ISLAND.—Rhode Island has accepted the Congressional granof lands for an Agricultural College, and transferred it to Brown University, providing for *military* as well as agricultural instruction.

Iowa has provided for State Certificates. These certificates are perpetual and general, authorizing the holder to teach at any time and at any place in the State without further examination. This is moving.

LIBERIA.—A college was recently opened in Liberia, to be taught by colored persons. It was founded by the liberality of American gentlemen. President Boberts, in his inaugural, says: "The first college in West Africa is founded. Lord McCaulay's prediction, uttered forty years ago, of the illustrious University of Timbucto, though uttered jocosely, is receiving realization. Truth is stranger than fiction.—New York Teacher.

OLLAPODRIDA—i. e. Fucts, Queries, Maxims, Sentiments, Anecdotes, Hooks, Points, Et Cetera.

It was Bion who first said, "Know thy self."

It was Pythagorus who first uttered that sublimest of all uninspired conceptions, "The Music of the Spheres."

Lord Brougham is the author of the saying: "The schoolmaster is abroad."

Books were published in the United States in 1869 to the amount of \$11,843,456; newspapers to the amount of \$20,663,371.

A recent anthropologist divides the human race into three classes, viz: Saint, Sinner, and the Beecher Family.

Addison, hearing that snuff was a provocative of wit, said, on taking it, he found himself more inclined to sneeze than to jest.

The first object of a free people is the preservation of their liberty.—

Daniel Webster.

QUEBIES.—Is Virgil the author of the saying, "Labor omnia vincit."?

On page 52, JOURNAL, is the following: "Every man must cast his vote, and see that his neighbor and friend does so, in favor of the right."

Query—How many legal voter does "Communicated" expect will be polled after every man has voted?

BOOK TABLE.

THEORY AND ART OF PENMANSHIP. By PAYSON, DUNTON & SCRIBNER. Boston: Crosby & Nichols. Pp. 152; price, I believe, 50 cents.

We hail this book as one of the means tending to liberate the beautiful

Art of Penmanship from the tyranny of Scribledom.

After an interesting examination of this book we are willing to say that any teacher who will study and follow this manual, though he be but an indifferent penman, can teach penmanship with fair success—such a success as will put to shame three-fourths of the teaching now done in this branch. Without particularizing the merits of this book, we feel no fear of misleading when we say, teachers, you can with safety purchase this work.

HAZEN'S POPULAR TECHNOLOGY, OR PROFESSIONS AND TRADES. New York: HARPER & BROTHERS.

This work consists of two volumes in family library style. It treats of sixty-four different professions, trades and callings, illustrating them with eighty-one engravings; hence is instructive to both the teacher and the general reader. It is especially valuable to the teacher of Object Lessons, it being a repository of facts from which such teachers may draw at pleasure.

A SECOND BOOK IN GEOMETRY. By THOMAS HILL, President of Cambridge University, Mass. Boston: Brewer & Tileston. Pp 136.

The author says this work is adapted to pupils from thirteen to eighteen

years of age.

The work is so unlike other geometries in its discursive and conversational modes of proof, that our opinion is not fully made up concerning its merits. It has, however, the unquestioned merit of being authored by a ripe scholar and cogent reasoner.

SHERWOOD'S WRITING SPELLER .- The Writing Speller is a book with two vertical columns in which are to be written the words as pronounced.

The teacher pronounces the words, and the pupil writes them, after which the teacher spells, and the pupil corrects errors.

This mode tends to accurate spelling and neat penmanship, because

prominence is given to both. Retail price 50 cts.

Accompanying the above, is a Speller and Pronouncer containing about two thousand words, with both Webster's and Worcester's pronunciation and syllabication marked.

SUPERINTENDENT'S REPORT OF THE PUBLIC SCHOOLS OF MICHIGAN.

From the Report for 1862, we learn that the number of Teachers' Institutes held within the year was 13, and that the aggregate attendance was 1,850, and that the total cost was \$1,300. The State makes annual appropriations for the support of Institutes.

The schools were kept open six months.

The number of male teachers employed was 2,380. The number of female teachers employed was 5,958.

The State assesses and collects annually a two mill tax for support of

schools, instead of one mill as in Indiana.

The Report discusses ably and at length a course of study for public Some of these passages we have marked for future quotation. Mr. Gregory will accept our thanks for this copy of his Report.

Publisher's Notes.

NEW ADVERTISEMENTS.—The readers of the Journal will do well to to examine the several new pages of advertisements which appear this month.

Wm. Wood & Co., N. Y., advertise Brown's Grammars. widely known.
P. T. Sherlock, Chicago, Warren's Geographies, and "The Silver Lute."
Charles Scribner, N. Y., two pages, about Prof. Guyot's Wall Maps for Schools, and Sheldon's Object Lessons.

Merrill & Co., Indianapolis, New Books, with prices. See also advertisement of Prof. Purdy's Commercial College, and the cards of H. Lieber, L. Sholtz, Cox & Clark, Runyan, &c.

Indianapolis Daily Gazette.

This is the title of a newspaper recently started in this city. It is neatly printed, ably edited, and "Union" all over. Published at \$5 a year in advance; six months, \$3; one month, 50 cents. Address Jordan & Burnett.

A CARD.

To Teachers and Thustees.—The undersigned has just concluded arrangements for an Agency of the American School Institute for Indiana, for supplying Teachers and School Officers with School-books, Globes, Maps, Charts, Diagrams, Philosophical and Chemical Apparatus, Black-boards, Liquid Slating, School Furniture, and, in short, every kind of School Merchandise, at the lowest cash prices. These articles will be furnished in any quantity desired, and all orders will receive prompt and careful attention.

Samples of all will be kept at the Office of THE INDIANA SCHOOL JOURNAL. Office open at all business hours

Letters of inquiry must be accompanied with a stamp to insure answers.

Address

H. H. YOUNG,

Office Indiana School Journal.

Eureka Liquid Slating.

The "Liquid Slating" is a new, cheap, and truly valuable material for making Blackboards. It may be applied to any smooth board or wall surface; is also useful in in renovating old blackboards. It is perfectly black, never crumbles, always remains hard and smooth, and rivals the best stone slates.

The Liquid Slating is securely put up in tin cans, and may be safely sent by express to any part of the country. Full directions accompany it, and any teacher may apply it as easily as he would ordinary paint.

Price, \$1 pint; \$1.75 per quart.

One quart is sufficient to prepare 50 square feet of surface.
Orders promptly filled. Address H. H. YOUNG, Indianapolis.

—The Liquid Stating has been used in several of the Public and Private schools of this city, both in making new boards and renovating old ones, and we are assured by all who have tried it that it gives complete satisfaction. A teacher in one of the Ward schools, (the First,) made a board on his own responsibility, and it worked so well that the School Board authorized its use in the other buildings where blackboards were needed.

Indiana

School

Yournal:

G. W. HOSS, A. M., EDITOR.

VOL. VIII.

Indianapolis, April, 1863.

NO. 4.

A GRADED COURSE OF INSTRUCTION IN OBJECT LESSONS.

BY WM. N. HAILMAN.*

The course is divided into ten grades, embracing the so-called Primary and Grammar departments; and each grade is supposed to occupy one or two lessons.

TENTH GRADE.

Miscellaneous Objects.—Name (six, ten) objects, in the parlor, cellar, kitchen, dining-room, bed-room, stable, in the street, river, woods, fields, city, in the carpenter's, blacksmith's tailor's milliner's shoe-maker's shop; (four) things made of wood, paper, iron, leather, wool, cotton, silk, glass, brass, tin, etc. In lessons on single objects develop the ideas of color, shape, size, weight, mentioned below under these heads.

Color.—Name (six, eight) objects that are white, black, gray, green, blue, yellow, red, purple, brown, drab. Assort pieces of wood, paper, or cloth of the color mentioned.

Shape and Position.—Develop and fasten the ideas, surface, edge, corner, straight, curved, wavy and spiral; in, around, beside, over, under, above, below, on, at, beyond, before, behind, right, left.

Size.—Develop and fasten the ideas, large, small, long, short, broad, narrow, thick, thin, deep, shallow, tall, low, and their degrees of comparison.

Weight.—The ideas, heavy, light, heavier, lighter, as heavy as, as light as.

^{*}Professor of Physical Science in the Male and Female High Schools, Louisville, Kentucky.

Plants.—Name and bring, yellow, red, etc., flowers, large and and small flowers; flowers that grow in the garden, fields, woods, on the road-side, in marshes, etc.; plants used for food, ornament; plants that produce berries, nuts, etc.

Animals.—Name (three, four) animals with white, brown, black hair; (six) animals that stay about houses, in the woods, fields, river; animals which you have only seen in pictures; (three) animals that can run, walk, leap, fly, swim; an animal that barks, mews, etc.; (four) large, small, etc., animals. Tell the children anecdotes of well-known animals, and let them repeat and tell others.

[Four lessons a day, from five to eight minutes long, alternating the exercises.]

NINTH GRADE.

Miscellaneous Objects.—Name parts of (forty) objects; parts of book (cover, back, leaves) of a pin, (head, shaft, point,) of a chair, (legs, rounds, seat, back,) etc. In lessons on single objects, develop and fasten the ideas, smooth, rough velvety, hard, soft; cold, warm; wet, dry; bitter, sweet, sour, tasteless, on the ideas mentioned below in the separate exercises.

Color.—Dark and light shades of color, olive, citrine, russett, orange, crimson, rose, colorless.

Shape and Position.—Square, oblong, triangle, circle, oval, cube, ring, ball, disc, right, acute, and obtuse angles.

Size.—Measure dimensions and distances from one to twenty feet. Weight.—Weigh objects from one to ten pounds.

Plants.—Name and point out the following parts of plants: root, stem, branches, leaves, buds, blossoms, fruits, and their colors, shapes and sizes, as far as the grade allows.

Animals.—Name and point out the following parts of animals: head, trunk, limbs, and their colors, shapes and sizes as far as the grade allows.

[Four lessons a day from 5 to 10 minutes long.]

Miscellaneous Objects.—In lessons on single objects develop and fasten the ideas, stiff, flexible, elastic, inelastic, brittle, tough, sapid, insipid, turbid, clear, etc. Form sentences containing these words, and require spelling and definitions.

Color.—Primary, secondary, and tertiary colors, taught by actual mixing of colors.

Shape and Position .- Circle, centre, circumference, parallelo-

gram, rectangle, cone, cylinder, perpendicular, slanting, horizontal, vertical, parallel, diverging, converging.

Size: Measure dimensions and distances from one to one hundred feet; and surfaces from one to twelve square feet.

Weight.-Weigh objects from 1 to 12 pounds.

Plants.—The following parts of plants: root, reotlets, bark; bast, wood, marrow; branches, boughs; leaf, stalk, stipules, blade, veins, nerves; also the question: where is the plant found?

Animals.—The following parts of animals: skull, face, nose, mouth, teeth, tongue, eyes, ears, neck; also the question, where is the annimal found?

[Four lessons a day from 5 to 12 minutes long.] SEVENTH GRADE.

Miscellaneous Objects. The ideas transparent, translucent, opaque, plastic, solid, liquid, gaseous, fluid, edible, nutritious, combustible, porous, malleable, ductile, etc. Form sentences containing these words and require spelling and definitions in various terms.

Colors.—Continue mixing of colors, to produce shades.

Shape.—Rhombus, rhomboid, trapezoid, trapezium, diagonal, diameter, radius, semi-circle, quadrant, sphere, hemisphere, prism, pyramid, plane, convex, concave.

Size.—Measure dimensions in feet and inches, distances in feet, rods, etc.; surfaces in square feet, square inches, and square yards.

Plants.—The following parts of plants: calyx (sepals), corrolla (petals), stamens (filament, anther, pollen), pistil (ovary, style, stigma, ovules), fruit (caverines of seed, seed); also the questions: when does the plant blossom? and, when does the fruit ripen?

Animals.—The remaining parts of animals. Habits of animals, illustrated by anecdotes.

Five Senses.—Name objects discovered by the eye, ear, sense of touch, etc.; qualities discovered by the eye, ear, etc.

[Three or four lessons a day from 7 to 15 minutes long.]

· Miscellaneous Objects.—Connected descriptions of objects, giving the qualities in the order of the senses, verbally and in writing; the teacher gives short descriptions in the shape of riddles to be solved by the pupils, or the pupils give riddles to each other. Conversations on the uses and materials of objects.

Color.—Painting simple drawings—a table, a book, etc. Harmony of colors-taught.

Eshape and Position.—Chord, segment, seitor, tangent, pentagon, hexagon, heptagon, etc.; parallelopipedon, truncated cones and pyramids; octahedron, dodciahedron, etc.

Size.—Measures of surfaces continued; measures of solids.

Weight.—Weighing objects in pounds and ounces up to twenty pounds.

Plants.—Connected descriptions of plants, verbally and in writing.

Animals.—Same as in plants.

Five Senses.—General descriptions and explanations of the senses.

[Three lessons a day from 8 to 15 minutes long.]

FIFTH GRADE.

Miscellaneous Objects.—How made; materials, why used. Comparisons of simple objects; written abstracts of comparisons required.

Color.—Painting continued.

Shape.—Miscellaneous exercises.

Size.—Solid and fluid measures.

Plants.—Descriptions continued; comparisons to develop the ideas, tree, shrub, herb.

Animals.—Descriptions continued; comparisons to develop the ideas; mammal, bird, fish, reptile, insect, domestic, wild, terrestial, aquatic, amphibious.

Minerals.—Descriptions of common rocks; sand-stone, limestone, granite, marble, quartz, etc.

[Three lessons a day from 10 to 20 minutes long.]

FOURTH GRADE.

Arts and Manufactures.—Arts of bleaching, tanning, baking etc.; manufacture of glue, gas, starch, sugar, paper, etc.

Plants.—Comparing plants to develop the ideas annual, biennial, perennial; the classification into families; the maple family, the pear family, the pod-bearing family, the pink family, the rose family, etc.

Animals.—Comparing animals to develop the ideas herbivorous, carnivorous, omnivorous; the adaptations of their structure; the classification into orders, two-handed, four-handed, carnivorous, etc., animals.

Minerals and Metals.—Diamond, ruby, etc.; iron, tin, zinc, copper, etc.

Phenomena.—Explanations of rain, dew, frost, snow, hail, fog, clouds, etc.

[Two or three lessens a day from 10 to 20 minutes long.]

THIRD, SECOND AND FIRST GRADES.

Arts and Manufactures.—Varnishes, paints, glass, soap, candles, alcohol, vinegar, gun-powder, etc.; steam-engine, fire-engine, barometer, thermometer, lightning-rod. electric telegraph; compass, etc.; arts of printing, engraving, sculpture, painting, etc.

Plants.—Uses of the parts of plants; of roots, stems, leaves, flowers and parts of flowers, seeds; uses of plants, relation between plants and animals; differences between plants and animals.

Animals.—Digestion, respiration, circulation, nervous action, instinct, intelligence. How animals grow, development of butterfly, chicken, etc.

Minerals and Metals.—How obtained; how and why used.

Phenomena.—Wind, heat, combustion; light, electricity, magnetism, thunderstorms, aurora borealis, currents, earthquakes, volcanoes, tides, phases of the moon, etc.

All educators are earnestly requested to send without delay any suggestions which they can make concerning this course, either to the author, or to the editor of the School Journal.

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ARITHMETIC.

I propose to discuss briefly the history of Arithmetic. A limited knowledge of numbers and their combinations is so essential to man, even in the rudest condition of life, that we must grant that this knowledge was co-existent with the creation of our kind, and formed a part of that original endowment bestowed by the Creator when He made man in his own image.

Avoiding, then, an attempt which must prove fruitless, to designate the absolute period when the feblest glimmering of arithmetical knowledge began to exist, it will be a profitable investigation to trace the progress of the science from its rude elements, as found among all nations, through the curious phases of its development towards that simplicity and beauty which now characterize the science of Arithmetic.

Arithmetic as a science probably had its origin in India. From India it was carried into Egypt. Josephus says that Abram brought this knowledge into Egypt. Thence it was carried into Greece by Thales, about 600 B. C.

Some writers date the true beginning of the science at the period of its introduction into Greece. All admit that this is a most important era in its history. The word Arithmetic is from a Greek word signifying number. This word is composed of two others, whose significations are to arrange or adapt, to the mind, indicating not only the use, but the manner of ancient computation, which was a pure mental operation, without the use of symbols. To retain the results of these mental operations, and afterwards to aid in the processes, stones or pebbles were used. We thus trace the origin of the word calculus, which embraces the profoundest mathematical propositions, and yet whose primitive meaning is, a little stone.

Gouget, in his Origin of Laws, remarks that "nature has provided us with a kind of arithmetical instrument more generally used than is commonly imagined; I mean our fingers." As early as the times described by Homer, Proteus is said to have counted his sea calves by fives—that is, by his fingers.

This is certainly an easy explanation of the wonderful fact that all civilized, and many uncivilized nations count by tens, tens of tens, &c., and that every attempt to substitute another base has proved a failure.

The Greeks and Romans used letters to indicate numbers. The Greek alphabet of twenty-four letters, with three interpolated characters, were used to express the nine units, the nine tens, and the nine hundreds. Peculiar accents to these letters repeated, indicated numbers above these.

The Roman method was an improvement on the Greek, since it embraced but seven letters, I, V, X, L, C, D, M. Various reasons are assigned by the curious as to the selection of these letters. C and M are the initial letters denoting (centum) a hundred, and (mille) a thousand. D, for five hundred, is contracted from I and inverted C, thus, 10. Returning to the idea of the hand as the primitive arithmetical instrument, one is represented by a single figure, as I, two by II, or two figures, three by III, and four by IIII. V completes the first series, and is chosen from its resemblance to the hand when only the thumb is extended. Ten is represented by X, or V and V inverted, X or by placing the hands one upon the other in the most natural position, with the thumbs only extended. Fifty completes the combinations of five and ten, and is represented by L, since this letter closely resembles the hand when resting on a table with the palm vertical and the thumb extending upwards.

The Roman and Greek system of notation was cumbersome, and their calculations must have been exceedingly tedious and difficult. The oldest treatise on this subject is by Euclid, 300 B. C.

In the second century Ptolemy introduced a new method of notation called the sexagesimal—the repetition beginning with sixty. In this system unity is represented by 1, sixty by 1' sixty times sixty by 1'. Traces of this system still remain in the smaller divisions of time and the sub-divisions of the circle. Two other systems of repetition have been proposed, one called the duodecimal, or by twelves, the other binary, or by twos. The binary system was advocated by Leibnitz.

The characters now used in arithmetical calculations are called Arabic, although without doubt they were invented in India at a much earlier period than Arab science. Of the origin of these characters among the Hindoos, we are entirely ignorant. The nine digits and zero were known and used hy them as early as the sixth century. From India it was carried into Egypt and Arabia.

The system was introduced by the Saracens, into Europe, about 1100 A. D., and throughout Europe during the next three centuries.

A feeble claim has been urged that the numerical characters are neither Indian nor Arabic, but Greek. The argument is based on the resemblance of the figures to the letters of the Greek alphabet, especially 4 and Delta, and 8 and Theta. In the Greek notation, however, one of the interpolated characters occurs for six, between Epsilon and Zeta, which removes Theta to the ninth place!

The Arabic notation soon superseded the sexigesimal system; first in reference to whole numbers, and afterward in reference to fractions. The decimal system was extended to fractions about 1500 A. D., and further perfected by Napier about 1620. Baron Napier is also the inventor of logarithms, that wonderful system so aptly called *speaking numbers*.

Arithmetic as a science, has engaged the attention of such men as Euclid, Cardan, Napier, Kepler, Briggs, Newton, Hutton and Legendre. As an elementary science, it is the single path through which we conduct the investigations and reach the results of higher mathematics. By the refinements of our own times, it is also the chief auxilliary in Natural Philosophy, Chemistry and Geology. As an art, Arithmetic enters into all the affairs of daily life. The boy counts his marbles, the blacksmith studies the ratio of diameter to circumference that he may fit his tire, the carpenter completes

squares and extracts roots, the merchant strives to multiply his profits and reduce his losses, the broker calculates his per cent. The banker, the assessor, the politician, the preacher, the clerk, the astronomer, the surveyor, the teacher, the artizan, the dancing master and the grave digger, all, everywhere, and in everything in busy life, are simply ringing changes on addition, subtraction, multiplication and division. These varied changes, so numerous and so complicated, cannot be estimated by our theory of permutations. The resources of the art fail not. Each new branch of science only develops a new melody in our wonderful gamut of tour, whose capacities for change and capabilities of combinations are countless.

L.

THE STUDY OF LANGUAGE.

BY ANALYZER.

The study of language is one thing, and the study of languages is another. The study of languages is the investigation as to the vocables and idioms of different tongues, and the translation of them from one tongue to another. The study of language, or "linguistic philology," that of the forces which underlie all forms and idioms, and out of which all forms and idioms grow. There is an anatomy of language as there is an antomy of the animal body, and the knowledge of either would constitute a science. The study of language opens a wide field of investigation to the mind of the student, and he at once finds himself forced to draw upon nearly every resource of the human reason to deduce, collect and arrange.

The methodical study of language, and the etymology of our common English words ought to form a part of the curiculum in our common schools. "Words are things," says Byron, and who a better right to judge. "Fossil poetry," one calls them, "Illiad without a Homer," another, and a great writer not long departed from us has here borne witness at once to the pleasantness and profit of the study of language and etymology of words. "In a language," he says, "like ours, where so many words are derived from other languages, there are few modes of instruction more useful or more amusing than that of accustoming young people to seek for

the etymology and primary meaning of the words they use. are cases in which more knowledge of more value may be conveyed by the history of a word than by the history of a campaign." It is a great achievement of the student's mind to learn the true significance of the language he daily uses, and after the elasticity of his mind has been broken by the result of habit, he is surprised to find that the words he has so long mistaken for dead materials are themselves living forces. It was Mozart who, on his death-bed, startled his weeping friends by exclaiming, "Now, I just begin to see what might be done in music." Its ample illustrations are to be found in the common language of men; its ample warrant of usefulness in the common errors of men. There are few branches of study that will so attract the attention and provoke the curiosity of the student of the school as the study of language. What child would not be gratified, for example, if you should tell him that 'righteous' was only 'right wise.' Suppose the class to be reading, how much might you quicken and expand their minds by unlocking the "dark caves" in which, to them, lie hidden the meaningless words. How easily you may by explaining the origin of the words in their lesson, transform their monotonous lesson into a living field in which they will see beauty and attraction. For example "Smith," a black-smith, tin-smith, a gold-smith, &c., was so called because his chief business wa to 'smith,' or hammer. "Wrong" comes from the word "wring," a wrong thing is something 'wrung' or twisted away from the right. A "county" was merely the possession of a 'Count.' "Heaven" is so called because it is 'heaved up.' Or supposing you have before you a class in geography, reciting on the map of 'Spain,' and you call their attention to a point of land out-jutting into the strait of Gibraltar, lying like a great watch-dog, guarding the entrance and the exit of all ships; on the extremity of which is the little town of "Tarifa.' If then, the teacher will explain to the class that from this little town we get our word tariff, because the Moors, in ancient days, were accustomed to watch from this point all merchant ships going into or coming out of the Midland Sea, and make them pay a certain rate for the privilege of carrying their merchandise through. Explain all this as the signification of the word 'tariff,' and you will have added much to the interest and knowledge of your class. The word tariff has always been familiar to their ears. Meanwhile they were ignorant as to whether it was a material or etherial object, but

VERDICT OF A JURY OF BOYS.

When Dr. Nathaniel Prentice taught a public school in Roxbury, he was very much a favorite; but his patience at times would get very much exhausted by the infractions of the school rules by the scholars. On one occasian, in rather a wrathy way, he threatened to punish with six blows of a heavy ferule the first boy detected in whispering, and appointed some as detectors. Shortly after, one of these detectors shouted:

"Master, John Zeigler is whispering."

John was called up, and asked if was a fact. (John, by the way, was a favorite both of his teacher and schoolmates.)

"Yes," answered John; "I was not aware of what I was about; I was intent on working out a sum, and requested the one who sat next to reach me the arithmetic that contained the rule which I wished to see."

The Doctor regretted his hasty threat, but told John that he could not suffer him to whisper or escape the punishment, and continued:

"I wish I could avoid it, but can not, without a forfeiture of my word, and the consequent loss of my authority. I will," he continued, "leave it to any three scholars you may choose, to say whether or not I omit the punishment."

"John said he was agreed to that, and immediately called out G. S., T. D., and D. P. D. The Doctor told them to return a verdict, which they soon did (after consultation), as follows:

"The master's word must be kept inviolate—John must receive the threatened six blows of the ferule; but it must be inflicted on voluntary proxies—and we, the arbitrators, will share the punishment by receiving each of us two blows."

John, who had listened to the verdict, stepped up to the Doctor, and with outstretched hand, exclaimed:

"Master, here is my hand; they shan't be struck a blow; I will receive the punishment."

The Doctor, under pretense of wiping his face, shielded his eyes, and telling the boys to go to their seats, said he would think of it. I believe he did think of it to his dying day, but the punishment was never inflicted.—Middlesex Journal.

[Inserted by request.

THE WARFARE.

BY MISS M. M. ALBERTSON.

In unconscious danger slumbering.
Long our young Republic lay,
Basking in the smile of fortune,
Reveling in the light of day.
Wealth of mind and wealth of feeling,
Wealth of heart, and wealth of hand,
Claimed with patriotic triumph,
In our own, our native land:
Styled ourselves a band of freemen,
Freemen in our own free land.

Our glorious institutions!
What a theme of thought and song!
Where once stood the grand old forests,
Surges now the cities' throng.
The temples reared to science
Tell of philanthropic hearts,
Forming plans, so young aspirants,
Early learn the useful arts,
In our land of boasted freedom,
In our land of brave true hearts.

Since our Pilgrim Fathers landed
On the wave-washed Plymouth rock,
Guiding in their sense of Juscice
A small, weary, faithful flock;
Calm Religion points her finger,
From many a holy shrine,
And though creed and rite may differ,
Faith and hope alike divine,
On each true heart's altar shine,
Vestal fires on faith's pure shrine.

But the cloud, at first no larger
Than the once prophetic hand;
Like it, too, increased in measure,
Till the broad blue sky it spanned.
From this cloud of midnight blackness,
See! the thunder-bolts are hurled,
Startling from a sleep of ages,
Many nations of the world.
For Rebellion is the cloud,

Folding freedom in its shroud.

A rival flag is flaunting, With many a haughty fold, On gorgeous fabrics woven, With woof of glittering gold; But frem the leval Northland,
Brave Unionists there came,
Who fight not for dominion,
Nor yet for fleeting fame,
But to save our blood-bought Stars and Stripes,
And not to win a name,

With hearts, that know no quailing,
Before the traitorous throng,
And battling, conscious of the right,
Are rendered doubly strong;
The mid-day sees them gathered
In battle's stern array,
The waning hours behold them
Still fierce amid the fray,
And e'en at midnight's "mystic hour,"
The brave souls pass away.

The moon's pale light falls faintly
And fitfully between
The rolling of the war-clouds,
That wrap the fearful scene.
Here by his gun, the soldier
Lies stiff upon the plain,
And there, a death-cold rider
Still grasps the gore-stained rein—
And far away are mourners,
Where they'll ne'er come again.

The stars look cold, and cheerless,
Above the gory bed,
Where gallant forms are sleeping,
Now numbered with the dead.
The din of battle dies away;
The music's martial strain;
And the still, cold air breathes gently,
Along the cores strenged plain.
From our nation's grand escutcheon,
Holy Father! wipe this stain.

But the "Teachers' Warfare," may it
Never end with passing day;
May their contending armies,
From the field, pass not away.
And while proudly still we cherish
The memory of those
Who for our rights are sleeping,
In death's long, deep repose,—
All hoaor to the living;
Who for their country plead,
And train Immortals for her cause,
In this her hour of need,—
To Teacher, Soldier, each alike,
We bid them all God speed.

Primary Teaching.

ANNA P. BROWN, EDITRESS.

FIRST LESSONS IN READING.

For averal years, I have made primary reading the subject of study and experiment. Within a few months I have visited a large number of the best schools in the State, and have carefully observed their different methods of teaching beginners to read. These observations induce me to present, as plainly as possible, the plan which I can most confidently commend to the teachers both of our graded and district schools. I shall bear in mind the peculiar disadvantages under which the teachers of ungraded schools labor, and endeavor to adapt my suggestions to their needs. In a graded school, taught by teachers of my own selection and training, and supplied with books and charts specially adapted to my views, I should doubtless pursue a somewhat different course.

It is probable that an attempt to carry out even this plan will meet with opposition in many neighborhoods, in which are patrons who do not believe in progress in school instruction, and who wish their children taught just as they were thirty years ago, however barren their senseless routine may have been in good results. Parents who can neither spell nor read creditably, after a life-long practice, are often most strenuous to have their children read and spell in school as they did. Under the circumstances in which the teacher is placed, it may be best to compromise the matter by seeming to yield, but still pursuing quietly his own plan. If necessary the children may be permitted to say their "a-b-c's" or "a-be-ab's" once a day, while the increased efforts in "the better way" makes good the last time. I wish also to suggest, before attempting to sketch this method, that readers and charts adapted to it are very convenient, but not absolutely neccessary. A good blackboard, a piece of chalk, and, if the teacher is not skillful in drawing, a few pictures will answer every purpose for a tew days. When the blackboard exercises are no longer sufficient, the plan may still be used in connection with any ordinary primer.

FIRST STEP.—The first step in teaching a child to read is to enable him to nam a few words at sight, and to read sentences composed of these words in a natural and expressive manner. To this end the words must mean something to the child. They must represent to him ideas. He must also be familiar with them as sounds (spoken words) before an attempt is made to learn them as forms (printed words). Hence the child must first become acquainted with the objects, actions, qualities, etc., represented by the words he is to read. It is thus that each word

becomes a reality—something within the child's sympathies and grasp. It must be evident that the true method of teaching a child to read, is based on the principles of what is called "object teaching."

The teacher calls the attention of the class to some object, a bird, for example, with which each scholar is familiar, and makes it the subject of a brief conversation (an object lesson). As soon at the interest of the class is sufficiently enlisted, she draws upon the blackboard a picture of a hird (or shows a picture of one), and asks, "What is this?" After developing the idea of a picture by showing that a picture of a bird cannot sing, fly, etc., and is not therefore really a bird, she proceeds to print the word bird upon the board. She then points to the word, and says, we have been talking about a bird; I have just shown you the picture of a bird: and now here is the word, bird. When you see this word, what are you to think of? 'Bird.' Great care must be taken, just at this point, to make plain the proper distinction between an object, its picture and the word that represents it. The teacher may then print the word several times of different sizes, (avoiding, for the present, the use of capital letters.) and the class name the same in concert. She then calls on different scholars to take the pointer and point to the word in various places and name it.

At the next lesson another word, as cat, is introduced and taught in a similar manner. Great pains should be taken to call attention to the form or appearance of the word, but no effort should be made to teach the names of the letters that compose it. All experience has shown that the attempt to read a word through its letters only serves to confuse the young tyro. As soon as the class can name three or four words at sight (cat, dog, boy), they are led to make up and repeat little sentences, by saving something of each object. The teacher points to the word, bird. for example, and asks, "What does a bird do?" "Sings," says one. The teacher then says, "A bird sings," and the class repeat the same one or more times in concert. "What else does a bird do ?" "Flies." "A bird flies," repeats the class. In this manner four or five of the common actions of each object are named in the sentences repeated. . Each word should be clearly enunciated, and each sentence repeated in an expressive manner. The tones of the voice should be distinct, yet sweet and natural. The teacher then prints the word, sings, upon the board. What did you say a board does? Sings. Flies. Here is the word, sings. Does it make any noise? Listen. In this manner the fact that the word sings, is only the name of an action may be realized. The teacher now asks. "How many letters in this word? Count them, "One, two three, four five." Five letters. Which two are alike. "The first and last." She now prints on the board, "bird sings," "boy sings," and teaches the class to read the same. The word, "a," is also familiarized. and placed before each sentence, as "a bird sings, "a boy sings." In

like manner the words, flies, eats, plays, runs, purrs, barks, etc., are taught, and as many little sentences as possible printed on the board, and read. No new words should be used in making a sentence. The qualities of those objects, as good, bad, large, small, black and white, may next be introduced by proper questions and conversation, and the words printed and familiarized. As the words are learned, new sentences are formed and read. Thus in a few days, a child will master from twenty to thirty words, and be able to read many sentences, each embodying the results of his own observations. I have intended to give only a general idea of the manner of starting a class in reading by this method. must, of course, be repeated many times, pointed out on the chart (if there is one) and in the book. The sentences must also be read backward as well as forward—the aim being to familiarize every word that it may be recognized at sight, without the least hesitation. The words should be selected (the first six or eight excepted) mainly from the charts or the first lessons in the primer. The sentences formed should be read in a correct manner, the usual primary "tone" being carefully avoided. Even when sentences are read in concert (concert exercises should be used sparingly), there should not be even a trace of the chanting drawl so common in concert reading in our schools. scholars cannot be taught to read in concert without this pernicious singsong tone, the exercise should be abandoned wholly. Those expressive variations in tone, pitch, and force which constitute the chief excellence of good reading; are thus fatally ignored. Whenever a sentence is read in concert, see to it that each scholar reads with proper tone and expression. In short, the aim of these early drills should be to establish at once correct habits in reading. The best reading in school may be heard in the primary classes. It must be borne in mind that the above method is only to be used exclusively in starting a child in reading. It must not be carried too far. A knowledge of letters and spelling should only be postponed a few days, until the child has acquired some skill in reading. Although the names of the letters are of no assistance to the child in his first essays at reading, a familiarity with these letters, and especially with their elements or sounds, will soon enable him to make out new words with considerable certainty. In spite of the barbarisms of our spelling, the child, if taught well, soon associates the sound of a letter with its form and thus reaches the names of many new words. - Ohio-Educational Monthly.

FIRST LESSON IN MULTIPLICATION.

[On 80th page of the manuscript of an Elementary Arithmetic, prepared by R. M. Johnson, A. M.]

- 1. 2+2+2+2 are how many? How many twos?
- 2. 4 times 2 are how many?
- 3. 2+2+2+2+2 are how many? How many twos?
- 4. 5 times two are how many?
- 5. 3+3+3 are how many? How many threes?
- 6. 3 times 3 are how many?
- 7. 3+3+3+3 are how many? How many threes?
- 8. 4 threes are how many?
- 9. 3+3+3+3+3 are how many? How many threes?
- 10. Five 3's are how many?
- 11. 3+3+3+3+3+3 are how many? How many threes?
- 12. Six times three are how many?
- 13. 4+4+4 are how many? How many 4's
- 14. 3 times 4 are how many?
- 15. 4+1+4+4 are how many? How many 4's
- 16. 4 times 4 are how many?
- 17. 4+4+4+4 are how many? How many 4's?
- 18. 5 times 4 are how many?
- 19. 5+5+5 are how many? How many 5's?
- 20. 3 fives are how many?
- 21. 5+5+5+5 are how many? How many 5's?
- 22. 5+5+5+5+5 are how many? How many 5's?
- 23. Six 5's are how many? Seven 5's are how many? Eight 5's?
- 24. Three 6's are how many? Five 6's are how many?

Examiners' Department.

QUESTIONS USED IN EXAMINATION.

We take the following from a list of printed questions forwarded to us by Examiner Dickey, of Bartholomew.—Ed.

ORTHOGRAPHY.

- 1. Name the vowels, and state the difference between vowels and consonants.
 - 2. Give the sounds of the letters, a, e, i, o, and u.
 - 3. What is a diphthong?
- 4. What is accent, and how can you tell from the dictionary, what syllable of a word is accented?

- 5. Do you teach your scholars the different sounds of the letters, and frequently require them to rehearse them?
- 6. Do you require your pupils to define the words they spell; and do you try to illustrate and impress upon their minds the meaning of words?

Define Attenuate, Bland, Chatter-box, Hyperbola, Hyperbole, Illustrate, Leisure, Millennium, Mineral, Narcotic.

READING.

- 1. What lies at the foundation of all excellence in reading, and how can this be taught to pupils?
 - 2. Give the key to the sounds of letters—vocals, sub-vocals, aspirates.
 - 3. What general rule for reading?
- 4. How can you determine what inflection to give the voice at an interrogation point?
 - 5. For what purposes are italic letters used?
 - 6. Should poetry be read with a tone, or be emphasized like prose?
 GEOGRAPHY.
 - 1. Of what do Descriptive, Physical and Political Geography, treat?
 - 2. Describe a Map.
- 3. Describe the Axis of the earth—the diameter of a sphere, and the diameters of the earth, and also, the circumference of a sphere.
 - 4. What causes day and night, and what the different seasons?
 - 5. How can you prove that the earth is round?
- 6. What are the principle forms of Government in the world? Describe each.

NOTES FROM, SCHOOL VISITATIONS.

We extract the following from the printed notes of Examiner Benham's visitations in Miami County.—ED.

"There are but few teachers in the county who have made teaching a specialty, and with a determination to make it a business of life. There is but little inducement for any one to do so in this State, and never can be, till our system is so improved as to provide for public schools a large portion of the year.

And yet I find many schools that are conducted very systematically and successfully. Many others are in charge of good teachers, but owing to bad school houses and irregular attendance, the apparent condition is bad. A still larger share of the teachers lack many of the essential qualifications of the successful teacher.

Yet on the whole, I think the schools are supplied with a better class of teachers than in any previous year. The schools generally are doing well, especially when we consider that our system supplies public school

only about three months of the year, and that there were no schools, generally, last year. * * * *

There are too many persons who are but poorly qualified for the business, who seek employment in our public schools, because they know the pay is promptly forth-coming, in cash; and with a full determination to make as much money out of it as possible. To this, if legitimately carried out, there can be but little, if any objection. But all who engage in teaching a school, should remember that vast and important interests are committed to their trust, and that the employment is a respectable one. They should remember that they teach by example, as well as precent and that if they act the part of the loafer, the clown, or the buffoon, their scholars will imitate them. In going over the county, and visiting the schools, the personal appearance of many of the teachers would indicate that they thought it a convenient and appropriate opportunity to wear out their old clothes; and in some cases, the teachers were absolutely to shabby and ragged to be decent. This is all wrong. The teacher should be neat in his personal appearance. poverty to be pleaded in excuse for such thriftlessness.

—Friend Benham, would not an increased circulation of the JOURNAL among your teachers be beneficial? The circulation in Miami is small.—Ed.

COUNTY SUPERINTENDENCY IN IOWA.

Iowa has a system of County Superintendency wherein the Superintendent gives all his time to the work. It is to be hoped that ours may grow into that. The first section of the law stands thus:

"A County Superintendent of Common Schools shall be elected in each organized county of this State, whose term of service shall be two years."

Sec. 12.—The County Superintendent of each county shall personally visit and inspect each school in his county, at least once in each year, and examine into the branches taught therein, the mode of instruction pursued, the text-books used, the competency of teachers to instruct, their general system of discipline, their compensation, the books contained in the district libraries, and the regulations in force relating to the same; and shall, at least once in each year, deliver a lecture in each township district in hiscounty, upon such topic as he may consider useful and conducive to the best interests of the schools under his charge.

If the above be efficiently carried out, it will unquestionably make an efficient system.

COMPENSATION.

"Sec. 17.—He shall receive as compensation for services rendered, Two Dollars per day and Mileage."

Examiners, there yet remains in my hands a few hundred copies of Teacher's Licenses, subject to your orders. Price 80 ots per 100.—En.

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EDITORIAL-MISCELLANY.

SUPERINTENDENT'S REPORT.

The Eleventh Report of the Superintendent of Public Instruction is out. This, in accordance with the revised laws, is a biennial report, covering the years 1861-2. The discursive part of the report, though short, treats of the following themes:

Revenue from Liquor Licenses, Amendments to the Law, Better Organization of the Schools, Normal School, Agricultural College, Township Libraries, Sup't. Public Instruction, Indiana School Journal.

From some of these, we shall quote in another number. In this number we quote statistics only. In this department we find the following: Total School Revenue for Tuition for 1863, is - \$838,987,98 This is derived from the following sources: \$237,771.93 Interest on Sinking Fund. Revenue from unclaimed fees. \$1,216.00 \$50,000.00 Revenue from Liquor Licenses, \$500,000.00 Revenue from Tax on Property and Polls, From State's Indebtedness to School Revenue, \$50,000.00 Whole number of children between 5 and 21 years. 528,583 Number of School Districts within the State 7.921Number of Primary Schools taught within the past year, 5,995 Number of High Schools taught within the past year, 108 Number of Pupils attending Primary Schools within the past year. 273,459 Number attending High Schools within the past year 7.318 The average attendance is not reported. Number of male teachers employed in primary schools 4.391 Decrease since 1860, 1,327 Number of female teachers employed in primary schools 2.358 within the year, 647 Increase since 1860. Average compensation of male teachers in primary schools, \$1 05 per day, Average compensation of female teachers, per day, in pri-63 mary schools, Amount expended for tuition for the year ending Septem-\$543,899 ber, 1862, Average length of schools in days, 68 Number of school houses erected within the last year, 509 Number less than in 1860, 241 Value of school houses erected within the last year, \$208,962 Number of volumes in Township Libraries, **298,664** Volumes taken out of Libraries within the last year, 136,919 Number of pupils attending private schools, 1862, 39,658 Tax collected for building and repair of school houses, &c., - \$332,398 36

Number of civil townships in the State, per reports,

The report is a most reliable repository of statistics, covering a space of 142 pages. Every teacher in the State should get and keep a copy for reference. Perhaps it may be appropriate for us to tell how you may get these reports.

Section 129 of the School Law says, "He (the Superintendent) shall cause ten thousand copies (of his report) to be printed and distributed to the several counties of the State." Thus we see, we have enough to put a copy in the hands of every teacher, every examiner, every trustee, every county officer, every legislator, and then, perhaps, a sufficiency left for all other purposes. Hence teachers, try and procure a copy, each. But where shall you look for them? Heretofore they have been distributed to Cunty Auditors. The County Auditors are expected, we believe not required, to distribute them. This heretofore, in many cases, has not been done. It has been reported that in many cases no distributions are made, hence when a new lot comes on, the old ones are taken to kindle the fire. This is simply abominable. A remedy for this we have desired for years, urging its incorporation in the revised law, that the distribution should be made to Examiners, they being required to distribute to teachers and Trustees.

But as this is doubtful law, we would here suggest to every Examiner who is alive to the interests and culture of the teachers of his county, that he call upon the Auditor and procure the number allowed for distribution, then distribute them in person to his teachers, as he meets them at institutes, examinations, or m his his official visits. To be brief and earnest, these reports are too valuable to lie boxed up in Auditors' offices, or to be used in kindling the fires. Examiners, teachers, see to it that they are not thus used. The culture of our teachers, and the interest of our schools, demand a dissemination of statistics.

The length of this article warns us to desist until another number.

—Since the above was in type, we learn the distribution will be made by the superintendent to the Examiners,

DEAD! DEAD!! Dead!!!

The amendment to the educational article of the Constitution is dead. It passed the Senate, 36 to 6, but died in the House. Though it passed the Senate in the early part of the session, it was kept back in the House. Whether this was design, neglect, or pressure in business, we know not. The majority of the educational committee recommended its passage; a minority recommended otherwise. Whether it would have been put upon its passage, had legislation not ceased through the withdrawal of the minority, we know not. Whether it would have passed, if put on its passage, we know not.

We do however know that it did not pass,—that it is dead. The next desired point of knowledge is, where are we? Can the next Legislature take the matter up where this one left it, or must we go back to the beginning? These were the first questions with us, and doubtless were the first with the triends of education throughout the State. Hence in order to something authentic upon this subject, we called on Judge Perkins, of the Supreme Bench, for his opinion, which is herewith submitted. We do not wish to draw dark pictures, but if thesubjoined opinion be correct, of which we hold no doubt, six years at least must elapse before this amendment can pass, and legislation under it become effective. Surely the public school system fares hardly in Indiana.

Indianapolis, March 9, 1863.

PROF. HOSS, ED. SCHOOL JOARNAL-

Dear Sir:—You did me the honor to ask my opinion, to be used by you as editor of the School Journal, upon the following question, viz: whether if an amendment to our State Constitution be proposed and agreed to by one Legislature, it must, in order that it may become a part of the Constitution by adoption by the people, be agreed to and submitted to them by the Legislature next succeeding the one which first proposed and agreed to it.

As it is not probable that this question will come before the court, judicially, and as it seems to be made clear by the constitution itself, I have no objection to giving you my opinion.

Article 16 of the Constitution, the one providing for amendments, is as follows:

SEC. I. Any amendment or amendments to this Constitution, may be proposed in either branch of the General Assembly; and if the same shall be agreed to by a majority of the members elected to each of the two Houses, such proposed amendment or amendments shall, with the yeas and nays thereon, be entered on their journals, and referred to the General Assembly to be chosen at the next general election; and if, in the General Assembly so next chosen, such proposed amendment or amendments shall be agreed to by a majority of the members elected to each House, then it shall be the duty of the General Assembly to submit such amendment or amendments to the electors of the State; and if a majority of the electors shall ratify the same, such amendment or amendments shall become a part of this Constitution.

SEC. 2. If two or more amendments shall be submitted at the same time, they shall be submitted in such manner, that the electors shall vote for or against each of such amendments separately; and while an amendment or amendments, which shall have been agreed upon by one General Assembly, shall be awaiting the action of a succeeding General Assembly, or of the electors, no additional amendment or amendments shall be proposed.

My opinion is, upon these sections, that any proposed amendment must , be agreed to by two consecutive Legislatures, and be submitted to the people by the second of the two.

The language of section one is very explicit on this point, and section two prohibits the proposal of additional amendments while any one is pending, thus indicating that it was the intention of the Constitutional Convention that the minds of the people should be directed continuously and singly to a given proposed amendment or series of amendments, till the same was adopted or rejected.

I think if an amendment, agreed to by one General Assembly, is not agreed to and submitted to the people by the next, it entirely fails.

Respectfl'y, your obt.,

S. E. PERKINS.

THE FALLS' CITY.

ME. EDITOE: Perhaps a line or two from one of the first corresponding editors of the JOURNAL will not be rejected, especially when he sends you the name of fifteen subscribers, with the promise of as many more in the course of a month.

¡Educationally speaking "it goes well with us" here. Our city schools are in a healthy, progressive condition, notwithstanding the fact that all the large ward school buildings are occupied by the Government as hospitals, while the schools are occupying such buildings as can be procured in various parts of the city, the pupils and teachers being crowded into the ill-ventilated, gloomy basements of churches, or the contracted apartments of private houses. Under such disadvantages a faithful corps of one hundred and twenty teachers are daily "waking up mind" and calling thought into exercise—educating children.

There are in this city ten Ward Schools and two High Schools—one for males, and the other for females. A ward school contains a primary, secondary, and a grammar department. There are four grades in the primary, three in the secondary, and three in the grammar department. The male high school has a principal, six professors, and a tutor, and about one hundred students in four regular college classes. At this school a thorough classical, scientific and commercial education can be obtained "without money and without price."

Connected with the female high school are about one hundred and ten pupils, under the instruction of a principal and five professors and teachers. Every young lady is required to study Latin and French. There are three classes in the school, called First, Second, and Third Grades. Students passing satisfactory oral and written examinations in the studies of these three grades are allowed to graduate.

On the second Saturday of each month, the principals and professors of the Ward and High Schools hold a meeting for the discussion of subjects of interest connected with the prosperity of the public schools of the city, and, also, to prepare business for the General Teachers' Meeting, which is held on the last Saturday of each month. All teachers are required to be present at this meeting. The meeting for February came off this afternoon. Hon. Lyman Harding, Superintendent of Public Schools in Cincinnati, was present, and delivered a practical, well-timed, and wide-awake address upon the "Qualifications necessary to constitute a good teacher." Great interest was manifested by the teachers and visitors present.

Your correspondent called the attnntion of the meeting to the Indiana School Journal, and held its live editor "up to notice." The result will be, as intimated above, at least thirty subscribers.

The gratifying "arousement" during these war times, upon the subject of education, over in Indiana, makes a nataralized Hoosier, like myself, proud of his adopted State.

G. A. C.

LOUISVILLE, 1863.

BRYANT'S COMMERCIAL COLLEGE, (Indianapolis.)

From a series of resolutions passed by the students, we take the following:

Resolved, That the course of Professor A. C. Shortridge on business calculations cannot be too highly estimated, and that we ask to have it continued.

Resolved, That each of the other Professors of this school have at all times shown themselves capable and worthy of the trust reposed in them, and that to the President, Professor Bryant, we return a vote of thanks for the able and impartial manner in which he conducts his school, leaving not a single cause for complaint, believing that he has no superior, and that his school possesses many superior advantages to any other in the West.

ALEX. STEWART,

Secretary.

D. E. WINTER, President.

FEBRUARY 13, 1363.

The number of students in attendance is large, thus giving strong evidence of the popularity and efficiency of this institution. Mr. Bryant is an efficient instructor.

NORMAL INSTITUTES.

Already teachers are preparing for the summer campaign of Institutes. By reference to our advertising columns it will be seen what is proposed to be done in this county. The gentlemen who propose to manage this are all experienced and successful teachers, and some of them well acquainted with the practical workings of institutes. Prof. Short-ridge superintended the Wayne County Institute for several years, while a resident of that county. These gentlemen are amply competent to make the Institute a success. May it so be.

From J. M. Olcott, of Columbus, we learn preminary steps are being taken for an Institute of four weeks.

Examiner Loveless, of Clay, says, "We failed to get an appropriation for an Institute from the County Commissioners. They however subscribed one dollar each for its support." Further says he, "the money we will raise, and the Institute we will have."

This sounds as if from a man in earnest.

Examiner Powner, of Decatur, says the subject of an Institute is under consideration.

E. J. Rice, of Henry, says: "We expect to organize a County Association, and hold an Institute this summer.

Examiner Hiatt, of Randolph, says: "I have organized a Teacher's Association for this county, which is working well. We have Wilson's Readers and Object Lessons under examination, and intend to keep step with the age."

D. E. Hunter, of Gibson, says the County Association meets monthly; also, an Educational Column is kept up in the *Princeton Clarion*.

Honor to Ensminger and to Boone.—Examiner Ensminger of Boone, has sent us the names of *Forty-five* new subscribers since the first of January—the largest list from any county within that period.

THANKS to our former Indiana friend, Prof. G. A. Chase of Louisville, for 15 subscribers from that city.

A Word of Encouragement to Editors and Contributors:—A private letter from an experienced teacher, and constant reader of three or four different journals of education, contains the following: "The Journal has now come up to my expectations. In your hands it has had a steady growth. Now it is what I have wanted it should be—instruction to junior teachers. * * * The Primary Department is the finest thing I have seen in print."

I have received many like letters within the past year, but give place to no others now.

Contributors and Editress, while this letter was addressed to me, I turn over much of the compliment to you. You furnish three-fourths of the matter for the JOURNAL, hence if the JOURNAL is good, to your productions, is it largely indebted for that quality.

In this connection I may state what many of you have no means of knowing; namely, that a fair share of the Journal's articles is copied into the journals of other States. Let us unite to give it greater usefulness-

CANVASSING IN BEHALF OF THE CONSTITUTIONAL AMENDMENT.—We have received letters from several counties stating that this subject is be-

ing brought before the people by teachers and other friends of education, but as the amendment is dead, extracts from these letters would be of but little interest; hence we give none.

Superintendent Rugg having been ill for several weeks, the Department of Public Instruction is not represented in this number. We however insert the following to correct a mistake of omission in the March No.:

Page 95.—Can children attached to, and forming a particular school, lawfully attend at pleasure any school in the township?"

"Transfers from one township to another for school purposes, can be made only when the enumeration is made; because the enumeration forms the basis for the apportionment of school revenue, and the levy of special school tax; and when the basis is once fixed, it cannot be changed from the year for which it is fixed without great inconvenience to the Examiner and County Auditor, in keeping their accounts of the collection and apportionment of school revenue."

The May number of the JOURNAL will contain a handsome steel-plate engraving of Prof. Spencer, the distinguished author of the Spencerian System of Penmanship.

ERRATUM.—The types in last number, made us give the price of Sherwood's Speller 50 cents in place of 10.

FROM ABROAD.

Superintendent Wells of Chicago has recently been elected member the State Board of Education, for six years.

NEW ATLANTIC TELEGRAPH.—A meeting was recently held at the Chamber of Commerce, New York, for considering the subject of a new Atlantic Telegraph. The following resolution expresses the opinion of the meeting:

Resolved, That, in the opinion of this meeting, a cable can, in the present state of telegraphic science, be laid between Newfoundland and Ireland with the almost certninty of success, and when laid will prove of the greatest benefit to the people of the two hemispheres, and also profitable to the share-holders. It is therefore recommended to the public to aid in the undertaking.

TEACHERS PROSCRIMED FOR TREASON.—A resolution was a few weeks since introduced in the Missouri Legislature, declaring that teachers who were traitorous in their sympathies and acts, should not teach in Missouri. Right. Let teachers and others who love treason, be proscribed in Missourl and elswhere, and all the time. If there is a being on the face of this earth that my soul loves to hate, it is the traitor to his country.

PENNSYLVANIA SUPERINTENDENT ON TRAITOR TRACHERS.—From the Pennsylvania School Journal, we learn that the following question was sent to Hon. Thos. Burrowes, the Superintendent, and the following answer returned:

QUESTION: A pupil was suspended from attendance by the teacher for disobedience, in persisting to copy rebel songs in the school, after repeated requests and finally commands, to desist. The President was immediately informed of the suspension, and a note also sent the parent, but owing to the complicity of the bearer, it did not reach its destination,—whereupon the teacher suspended he bearer also. The Board met and fully sustained the course adopted, and confirmed the suspension till the pupils should make a satisfactory acknowledgement to the teacher; one lad being about 16, and the other 20 years of age. Did the teacher and Board act legally in this case?

Answer: The proceedings in both cases were legal and proper, and the conclusion of the Board should be enforced. Stubborn opposition to the orders of a teacher is wrong in any case, but persistence in the improper conduct here stated is not to be tolerated; and this almost man is well off that he do not receive a more severe punishment for the offence.

VERMONT.—The Vermont School Journal says their last State Association was by far the largest ever held in the State. Rev. Seaver delivered an address on "The Relation of Teachers to our Country"; Chas. Northend, of Conn., on the "History of Education in this Country"; Hiram Orcutt, Ed. Sch. Jour., "School Discipline." An address was delivered on "Music in Schools," and one on "Geology."

NEW HAMPSHIRE.—At the late election in New Hampshire, one of the Professors in Dartmouth College was elelected to Congress. Is the Prof. going up or down?

THE COPLEY MEDAL was awarded to Professor Louis Agassiz, by the Royal Socity of London, at their last anniversary meeting, November 30, 1862, for the eminent services which he has rendered to various branches of physical science by the incessant labors of more than thirty years of scientific activity.

OLLAPODRIDA.

The first Teachers' Institute in the United States was held in 1839, in Hartford, Connecticut.

The first Normal School in the United States was opened in 1339, in Lexington, Massachusetts.

The American Institute of Instruction was organized in 1830.

Appleton's American Cyclopedia, of 16 volumes, is completed.

Our Ministers to England and France receive each, \$17,500 per annum.

Men of humor are always, in some degree, men of genius.—Coleridge.

It is said Caesar's motto was, "Festina lente,"-(Hasten slowly.)

"Classicus" asks, in March No., whether Virgil is the author of "Labor omnia vincit." Ans., Yes.

Love is a flame that sometimes consumes the vase in which it is kindled.—Portess.

FREE TRANSLATION.—The freest translation we ever heard was made by a college classmate. He was rendering a passage in Xenophon's Memorabilia of Socrates, in which Socrates says to a young man "When you behold a beutiful woman beware." The student gave it thus:

"When you see a pretty girl run like thunder and lightning."—Mass.

Friend Adams, did your classmate say which way we should run?

A favortic question for discussion among the old schoolmen was this:

"Can a spirit go from one point to another without passing through the intervening space?" Learned foolery, this! With as much profit to science and society, might these men have spent their time in discussing either of the following questions: At what precise time in its life, does a gosling cease to be a gosling, and become a goose? Where does fire go, when it goes out?

FORMS OF SALUTATION.—The American says, "How do you do?"
The Frenchman, "How do you carry yourself?" The Italian, "How do you stand?" The Chinese, "How is your stomach?"—"Have you eaten your rice?"

BOOK TABLE.

A CLASS-BOOK IN GEOGRAPHY: Containing a Complete Syllabus of Oral Instruction, (based) on the Method of Object Teaching; also Map Exercises, systematically arranged for class-drill. By E. E. WHITE, A. M., Editor of the "Ohio Educational Monthly." Cincinnati: W. B. SMITH & Co. Pp. 64.

As we do not always measure men by volume or weight, so neither books. This is one of the small books worth more than many others of four times its size. It begins the subject where we have for years insisted that geography should begin, at home. In this book, you find no such, to the child, senseless definitions as the following: "The Earth is the planet on which we live;" or, 'the Earth is a globe, or ball swinging round the sun in air.'

Without particularizing the features and merits of this book, we may say generally, it is simple, natural, practical. Further, we will venture the opinion that it will be popular. Mr. White is well acquainted with the practical wants and workings of the school room, and hence, as might be expected, has made a book in conformity to said wants and workings.

How Plants Grow: Botany for Young People and Common Schools. Illustrated by 500 wood engravings. By Asa Gray, M. D., Professor Nat. Hist., Harvard Univ. New York: Ivison & Phinney. pp. 233.

In style and appearance, this is a pleasing book. On openingityou, in imagination, hear the birds sing, and see the flowers bloom. We honestly confess to such a non-acquaintance with Botany as disqualifies for pronouncing upon the relative merits of this book. We can, however, say that it is such, that, if properly taught, children will delight to study. Most assuredly certain portions of Botany can be taught the young, and in our opinion should be taught them. Touching this, the author holds the following:—"This study (Botany,) ought to begin even before the study of language. For to distinguish things scientifically, (that is carefully and accuratly,) is simpler than to distinguish ideas."

DICTATION EXERCISES. By CHARLES NORTHEND, Editor of Connecticut School Journal. Published by Barnes & Bure, New York. pp. 252-

This book contains a collection of synonyms, a collection of words similar in pronunciation but dissimilar in spelling, also a collection of military terms, together with a large collection of words of difficult spelling. These latter are pronounced and defined. Accompanying these are short sketches or compositions, in which many of the words of the spelling lesson occur. Under the head of "Hints to Teachers," are some admirable rules on teaching spelling. Some of these we shall copy when we have room.

MANUAL OF GYMNASTIC EXERCISES. BY SAMUEL W. MASON. BOSTON: CROSBY & NICHOLS.

This is an attractive and practical little manual. It requires no apparatus, hence can be used in any school. It is so plain in it directions that any teacher in one half hour's study, can have his pupils exercising under these directions.

Its smallness is such that all can master it, and its cheapness such that all can buy it.

SUP'T. Wells, of Chicago, will accept our thanks for a copy of his able Report for 1862. This report is eminently practical and interesting. We have not space for extracts now.

Several books are on our table, but want of room forbids notice this No.

A MILITABY MANUAL FOR SCHOOLS. By F. N. FREEMAN, A. M. New York: Schermerhoen, Bancroft & Co. pp. 104.

Military Science, as here presented, could be studied and taught in our public schools, and would be advantageous for other than military purporses. This Manual of Col. Freeman, Superintendent of the Eagleswood Military Academy, is a well written, comprehensive work, embracing information on about everything pertaining to military regulations and duties. The mechanical execution is also excellent.

H. H. Y.

BROWN'S SMALL GRAHMAR, improved. The Frst Lines of English Grammar, designed for beginners. A new, revised edition, with exercises in Analysis and Parsing, by Henry Kiddle, A. M., Assistant Supt. Com. Schools, New York City. Pp. 122. 12mo. Price, 75 cents.

THE Institutes of English Grammar, By Goold Brown. A new stereotype edition, with Exercises in Analysis and Parsing. By Henry Kiddle, A. M. Pp. 885. 12mo. Price 75 cents.

A Grammar should speak for itself. This work evidences depth and diligence of research, and an intimate acquaintance with the 'authority that gives law to language.' It embodies all the main principles of the Grammar of English Grammars, so much used in the various colleges of our country. It has ten Parts of Speech, tweny-six Rules of Syntax, and twenty five Models of Analysis. There are 87 notes by which to correct false syntax, the examples for which exercise are very numerous, though commendably short. There are also about 200 "observations" which explain sentences of difficult and peculiar construction. The parsing under these observations, generally so difficult for students, is rendered plain by appended notes of reference.

The chief features of Prof. Kiddle's edition, are 1st, five methods of analysis, beginning with the first parsing lesson in Ecymology, and extending through syntactical parsing; 2d, the matter presented for parsing and analysis is principally new; 3d, the notes of reference, or key, for parsing under the observations; 4th, the work contains 32 pages more than the old edition. (It is still too compact and crowded.)

Brown's Grammar has doubtless some faults, but a perusal of this new edition only deepens our conviction of its value, as a thorough and complete text-book, especially for advanced students. A well educated and successful teacher, in this city, who has long used Brown's Grammar, said to me, "I know of no text-book on this subject, in common use, equal to it in thoroughness;" and further remarked as a significant fact, that while several teachers who had studied other works had failed in teaching Brown's, he had never heard of a teacher who had a thorough drill in this, that failed for want of thoroughness in teaching others.

H. H. Y., -ASSOC. ED.

Publisher's Notes.

With pleasure we call attention to the several new pages of advertisements, viz., Gymnastics and Penmanship, Crosby & Nichols, Boston; Mathematics, Penmanship, and other works, Ivison, Phinney & Co., N. Y Webster's Dictionaries, (on cover,) G. & C. Merriam, Springfield, Mass.; Manual of Agriculture, and other works, Brewer & Tileston, Boston; and also invite a glance at all the others.

INDIANAPOLIS COMMERCIAL COLLEGE—Actna Buildidg.—From acquaintance with the Principal, Prof. Purdy, and observation of the 'workings' of

this institution during the past eighteen months, we feel warranted in saying to all desiring a course of commercial studies, that this is the place to obtain a thorough and practical business education. See advertisement.

MARION COUNTY NORMAL SCHOOL.

A Normal School will be held in Indianapolis, commencing July 21st, 1863, and continuing Five weeks.

Classes will be formed in all the Common School Branches; also in Rhetoric, Physiology, Algebra, Geometry, and other branches if desired.

Special attention will be given to the methods of organizing, governing and instructing Schools.

The following gentlemen have already agreed to lecture before the School:-Prest. A. R. Benton, Rev. N. A. Hyde, Prof. R. T. Brown. Dr. PARVIN, PROF. G. W. Hoss, and REV. G. P. TINDALL.

For further information address any of the following Instructors:

C. SMITH, Co. Ex'r., Acton, Ind.

A. C. SHORTRIDGE, Indianapolis. PLEASANT BOND.

About the Improved School Desks-

Read the following from Rev. C. W. Hewes, President of the Indiana Baptist Female Institute, Indianapolis, Ind.:

"We are using Rankin' Improved School Desks in our Institution, and consider them the best in use. We think them eminently suited to schools for females, affording, as they do, the greatest convenience for ingress and egress of pupils, while occupying less space in the room than other desks. They are airy and light, and equal in every respect to desks which cost two and three times as much.'

For the right to use this invention, in a county, township, or school corporation, address H. H. YOUNG, Indianapolis.

Eureka Liquid Slating.

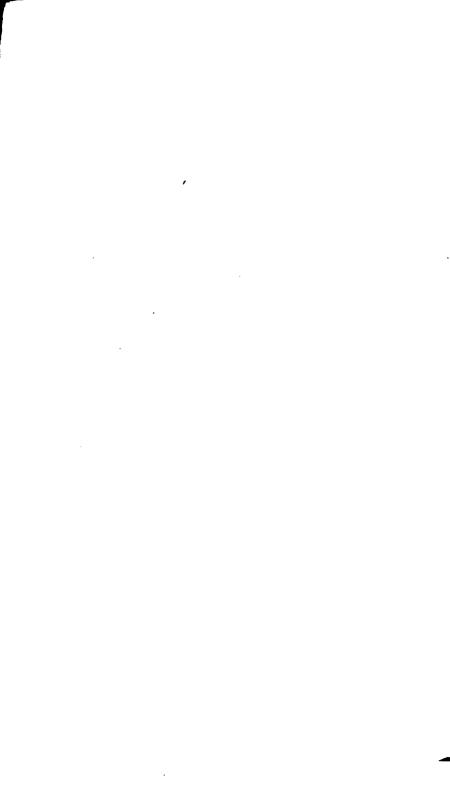
The "Liquid Stating" is a new, cheap, and truly valuable material for making Blackboards. It may be applied to any smooth board or wall surface; is also useful in in renovating old blackboards. It is perfectly black, never crumbles, always remains hard and smooth, and rivals the best stone slates.

The Liquid Slating is securely put up in tin cans, and may be safely sent by express to any part of the country. Full directions accompany it, and any teacher may apply it as easily as he would ordinary paint.

Price. \$1 pint; \$1.75 per quart.

One quart is sufficient to prepare 50 square feet of surface. Orders promptly filled. Address H. H. YOUNG, Indianapolis.

-The Liquid Stating has been used in several of the Public and Private schools of this city, both in making new boards and renovating old ones, and we are assured by all who have tried it that it gives complete satisfaction. A teacher in one of the Ward schools, (the First.) made a board on his own responsibility, and it worked so well that the School Board authorized its use in the other buildings where blackboards were needed.





I.W. Spencer

THE

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G. W. HOSS, A. M., EDITOR.

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NO.

P. R. SPENCER,

Author of the "Spencerian System of Penmanship."

BY S. S PACKARD.

There are two classes of public benefactors who, by general usage and consent, are entitled to those special acts of acknowledgment which are calculated to place their names in relief and keep their memory green in the hearts of the people, viz. Those who use their wealth and faculties while living to promote selfish ends; and dying bequeath what they can no longer enjoy as an endowment for some special scheme of philanthropy; and those whose lives have been as the modest flower, impregnating the atmosphere with its fragrance, while unconscious of the sweetness of its own exhalations; and whose daily acts have sprung from motives which give evidence of a heart in unison with the best purposes of life. Those comprising the former of these two classes confer the greatest favor upon the world by leaving it; those of the latter by living in it.

The subject of this sketch belongs to one of these divisions, and has, therefore, a just claim to such public acknowledgment as his acts may warrant. His position may be defined by the reader, upon the perusal of this slight tribute, as it already is by the thousands of warm personal friends, scattered through the length and breadth of the land.

The necessarily prescribed limits of this sketch will render it incompatible to attempt anything like a studied biography; neither would such a purpose, if carried out, so well answer the object sought to be fulfilled in this public mention of the efforts of a pri-

vate citizen and a modest man. There is, in fact, little romance thrown around the private history of American youths, for although we are prepared to endorse the sentiment that "Truth is stranger than Fiction," yet the passing incidents in the career of most of our "sovereigns" through the four stages of life, infancy, youth, manhood and old age, run in such parallel channels, that to review one's life is almost equivalent to reading the lives of nine-tenths of his neighbors. There is, however, something pleasing in the contemplation of those leading traits in the opening developments of the youthful mind, which give force to that hackneyed but truthful expression: "The child is father to the man;" and with that view we will briefly revert to some of the most characteristic points in the earlier history of our subject.

PLATT R. SPENCER was born in Fishkill, Dutchess county, N. Y., Nov. 7, 1800. He was the youngest of a family of twelve children, ten sons and two daughters. His father, Caleb Spencer, was a native of this country, and the son of Michael Spencer, who came over from England, and landed at Newport, R. I., in 1746. Caleb Spencer was a soldier in the great struggle for American Independence, and carried to his grave the scars of that conflict which were honewable alike to his patriotism and courage. The family removed to Windham, Greene county, in I804, where, in 1806, the father died, leaving no patrimony but the proud heritage of an unsullied name. Plate was then but six years of age, and his future training was, of course, entrusted to his mother, a woman of resolute courage and great good sense.

Among the first positive indications of the beat of mind which was to govern the future energies of young Platt, was an excessive love of study, and an almost superstitious reverence for the wonderful manipulations of the pen which were wont to produce "handwriting." The first essay in the art chirographic is thus graphically described by himself:

"In December, 1807, I was furnished with three sheets of unruled paper, folded and stitched together with brown lines thread: a Barlow knife to make pens with; a quill from the wing of a gander; and caeting for myself from a stray ballet, a plummet to rule with, I took my post on a slab beach, at a sloping wide pine board, attached to stays that held it to the wall, and there, honored with the third seat west of the southeast corner of said Windham school

house, under the instruction of Samuel Baldwin, teacher, I commenced my chirographic pilgrimage."

The first real difficulty which beset our young tyro in his "pilgrimage" was a strange one for a child, but, as may be easily infer-1ed, proved to be the germ of a nobler development of reason and common sense, which, after years of struggle and persistent philosophical application, has resulted in a practicable and teachable soience of penmanship. This difficulty was nothing more nor less than a failure to discover any analogy between the first lessons in writing, which all boys of those days-both good and bad-and girls, too, for that matter, were obliged to take, and the hand-writing which was expected to be produced thereby. The coarse hand copies -familiarly known as "pot-hooks and trammels"-bore as little resamblance to the finished writing, which, alone, was considered meet for the demands of even a limited business use, as did the characters themselves to any of the twenty-six letters which were ultimately to be vanquished by the courageous student. He thus alludes to this difficulty:

I cast my eye upen the inner post of the school room door, where were several netices written by men; some in plain form, heavily shaded on the coarse-hand model, yet lacking the grace and life that come by free and easy execution——in short, good prominent features in a dead body. One was a notice of a vendue written by my oldest brother, Robert C. Spencer, constable of Windham. This had life, but its effect was spoiled by ghastly loops and distracted capitals."

The effect of those practical thoughts and comparisons was to beget in his young mind a desire for some better way of coming at ence to the matter in hand. It was plain reasoning: If the monstrous characters which were inevitably prescribed for every boy's first lessons had no possible resemblance or relation to the forms necessary to finised writing, of what use could they be? And why not put the beginner at once upon the processes which would immediately and certainly develop the finished style? It was such thoughts as these, in the mind of a seven-year-old lad, that laid the foundation of one of the most natural, rational and beautiful systems of writing known to the world. Having its first spark of existence in reason, it has been evolved and perfected through that unerring light until the blessings of its more perfect development are beginning to befairly appreciated in all parts of our country; and its results apparent

not only in the neat and tasty copy-book of the diligent scholar, but on the pages of the merchant's ledger, and in all the departments of business life. The irrepressible enthusiasm of the future author in all matters pertaining to his favorite pursuit, may be fairly understood from the following self-told incident. Many a boy has experienced a kindred feeling in the anticipation and fruition of some darling scheme of childish ambition:

"Up to February, 1808, I had never been the rich owner of a whole sheet of paper, and the market was twenty miles distant, at Catskill. At that time, becoming the fortunate proprietor of a cent, I dispatched it by a lumberman, to Catskill, to buy one. He made his return at midnight, and the bustle awakening me, I inquired eagerly for the result of his mission. He had been successful and brought the sheet to the bed to me rolled tightly, and tied around with a black linen thread. It was, of course, much wrinkled, having been brought the entire distance in his bosom! * * * * Before the arrival of my paper my imagination pictured to me what beautiful work I could do thereon. But the trial proved a failure; I could not produce a single letter to my mind, and I returned to bed, after an hour's feverish effort, disappointed, and to be haunted by restless dreams."

But the ice and snow in winter, and the sand and loamy soil in summer, afforded excellent facilities for making curves and straight lines, which were amply improved in working out the manifest destiny of the courageous youth; and while these were valuable toe him as implements, the definite and varied outlines of the mountain ranges of Catskill afforded many a copy line more serviceable in the unfolding of a true and natural basis, than all the unsightly and irrelevant characters which had so shocked his sensibilities at the very threshold of the temple he so desired to enter.

In 1810, Mrs. Spencer, with her large family, removed to the west, arriving on the 5th of December, after a tedious overland journey of fifty-one days, at Jefferson, Ashtabula county, Ohio.— The country was then new, it being considered as the "far west," and was very sparsely settled. Those only who have tried it can properly realize the hardships incident to opening up a new home in an uninhabited and uncultivated country, with little or no facilities for education, and with few, if any of the accessories of wealth and refinement which are so common in long-settled communities. In allusion to these deprivations, Mr. Spencer remarks:

"Thus burried in the interminable forests, how were my hopes of education to be realized! Where the books, the teachers, the schools through whose agency the designs of my father were to be fuifilled! With meagre poverty, came also, the necessity of constant labor to every member of the family, in removing the giant forest trees that we might win from the soil the means of subsistence. with poverty and toil, and course and often stinted fare, came also strength of limb, power of endurance, and buoyancy of hope; while nature in the unmarred wildness and variety of her beauty, fanned the fires of imagination, spreading over the whole green vista of life's future, a glow of light. But though all other ways were hedged, one avenue remained to me unclosed. surface of lake Erie was more expansive than my watering place among the Catskills, and this new surface along my school track, with its smooth, wide and beautiful beach, from early spring to late autumn, afforded a broader sheet of reproductive material than all the birch bark, foolscap and leather I could previously command."

And thus, the beach of lake Erie became the broad theatre upon which were enacted the multitudinous rehearsals, which at last culminated in the unapproachable system of writing known as the "Spencerian."

In 1836, Mr. Spencer was elected County Assessor for the county of Ashtabula, which office he held for two years, when he was elected County Treasurer, and served in that capacity twelve years. In 1842 he became much interested in the great temperance reformation which swept through the land with such power and efficacy, and it is not assuming too much to say, that he was one of the most zealous, earnest and convincing among the public speakers who urged on that philanthropic work. Neither has he forgotten or become lukewarm in the great cause which was so near his heart.

Few men in this country have been more uniformly consistent or persistent in their temperance views. Aside from his claims as a superior artist, and an author of undoubted ability, Mr. Spencer may justly be commended as a man of excellent literary tastes and attainments. His familiarity with ancient and modern history gives evidence of extensive reading and a retentive memory, while his general appreciation of the gems of our great poets, as well as his own clever attainments in the poetic art, stamp him as a man of more than "one idea."

But the attitude in which it affords us most pleasure to view the

author of the "Spencerian" is that of an instructor and friend. No young man of sufficient moral perception to discern the traits of a noble character, can associate with Mr. Spencer without becoming the better for it, not only through rapid attainment in the art which he is so well calculated to teach, but in the higher qualities which make up the requisites of true manhood. It is, in fact, impossible for one who knows him, to look upon Mr. Spencer as a mere "writing master," for although he is never ashamed of the profession which he has done more than any other man living or dead to render respectable and honorable, yet he is not content that his store of useful information should pertain exclusively to lines and curves, or that his appreciation of the good and true should be circumscribed by the beautiful forms which characterize his artistic labors. influence for good over the young men with whom he is brought in contact, is always apparent; and among the multitudes of intelligent professors who have gone out from under his instructions, not one can fail to remember him with reverent affection.

It is a remarkable fact, and one which does equal credit to the head and heart of our subject, that, however teachers of Spencerian writing may differ among themselves, or be exercised by the common feelings of rivalry and emulation, no one fails to acknowledge or respect as authority Mr. Spencer's opinions; neither is it too much to say that never was there a more unanimous feeling—or, to express it more truly—fraternal feeling, than that which binds together the professors of Mr. Spencer's unrivaled system.

In 1848, Mr. Spencer, in connection with Victor M. Rice, now Superintendent of Public Instruction for the State of New York, first published his system of writing in slip copies beautifully engraved on steel, and in 1859 he was induced to republish and end in copy-book form.

In 1861, Mr. Spencer, in connection with his sons and J. W. Lusk, reproduced his system in a new series of copy-books, published by the extensive school book publishing house of Ivison, Phinney & Co., New York. These books have found their way into nearly every school district in the United States, and as an evidence of their popularity with the most of educators we will state the fact that nearly three quarters of a million of them are annually used by the youth of this country, with a demand constantly increasing.

We regret that the limited space afforded us should make it im-

possible to dwell more at length upon some of the features of this beautiful system of writing, or to indulge in some personal reminiscences of the author, which could but be interesting to teachers and the public generally.

The beautiful and truthful engraving which accompanies this aketch, will prove a valuable souvenir to hundreds of personal friends of our author, and afford to the public a faithful likeness of an honest and worthy man.

PROFESSIONAL READING.

BY BOKLEY.

Many persons think it strange that teachers read so little. The world is full of reading matter, yet but little of it ever gets into the hands of the teachers of our common schools. There are several hundreds of different works that have been published for the especial benefit of teachers, many of them for the teachers in the rural districts, and yet how very few have ever found their way into the hands of those for whom they were intended. The Teacher's Assistant, by Charles Northend, is a book that no teacher ought to be without, yet not one in a hundred possesses it. Page's Theory and Practice of Teaching has been before the public more than fifteen years. Barnard's Journal of Education, twenty-five years; other works from twenty to thirty years, and yet not one-half the teachers know that a single book has ever been published on the subject of Teaching.

All Teachers have, or may have, some time for reading, and if they would occupy that time properly they would be better prepared for their work than they are. Their schools would improve, and the benefits would manifest themselves in almost every recitation. In these books are many special cases treated, and such cases as are likely to, and do come up in almost every school; and although the manner of treating them may not be suited to all cases, yet something may be learned from them.

In many things the experience of most teachers is about the same; and if one teacher knew what the experience of others had been, he might avoid the block upon which they stumbled. This they well know, and yet it never occurs to them that the very knowledge they need might be had for a few cents and the trouble of reading.

If a man was going to make the tour of Europe, he would first purchase and read the experience of those who had preceded him in traversing the countries he wished to visit: but the teacher seems never to think it worth his while to spend either time or money in procuring the experience of others in the business of teaching.

There is a School Journal published in this State by teachers, edited by teachers, and gotten up entirely for the benefit of teachers, and yet out of the whole number of persons engaged in teaching as a profession, not one in five takes the Journal. The merchant reads his price current, the physician his medical journal, the machinist his Scientific American, the lawyer his law reports, the mininster his theological quarterly, the christian his church paper, and even the loafer reads the newspaper, but the teacher sees no necessity for reading a periodical peculiar to his profession.

Well, if you think you know it all, and don't need anything of the kind, I would advise you to take the School Journal anyhow, just for the name of it. It looks as if you belonged to the profesfession when you take an Educational Journal. Try it one year, and if you do not get your dollar's worth in any other way, it may raise the grade of your certificate five per cent., which, I assure you will be of some service.

Do not forget, then, that you belong to a profession, and you are expected to keep up with the improvements of the age, and you cannot do that without reading professional works.

Princeton, Indiana.

RECITATION.

The 'following is the substance of a paper read before the Marion County Teachers' Association, by W. H. DEMOTTE, A. M.

Conducting recitation constitutes an important part of a teacher's duties, from the following considerations:

- I. It affords in most cases the only opportunity for giving and receiving instruction.
- II. It enables the teacher to ascertain the state of progress of his work, and gives him data from which to determine the direction, character and extent of future operations.

III. It is, to a great extent, the standard of study—the amount and kind of preparation being regulated by the expected demand.

The objects to be aimed at are,

1st, To ascertain whether the pupil has learned certain facts stated in the book:

2d, To cultivate his ability to express those facts clearly and properly, and

3d, To test his skill in making practical use of them.

Among others, we notice the following suggestions as to the best mode of conducting recitations: The objects just mentioned cannot be accomplished by reading in the pupil's hearing certain questions arranged and printed in the book, and listening to a verbatim recital of certain corresponding sentences memorized from the same source. On the contrary it will prove far more profitable and interesting to select and word the questions so as to throw him entirely off the book-track; thereby exercising him in the composition of verbally forming original answers. This will require perfect familiarity on the part of the teacher with the subject. He will find it greatly to his advantage to refer to the book as seldom as possible.

If at any time it is necessary to have the precise language of the book repeated, it should be followed by the question—What does this mean? and the pupil be required to state it in his own words.

The necessity for this is evident, from the fact that pupils will memorize and recite readily page after page without gaining a particle of information from it, and with no other mental training than the practice of memory.

A recitation should be truthful; that is, it should be so conducted as to give a true indication of the status of the pupil. Everything should conduce to inspire assurance and confidence. Certain rules of decorum and order are necessary, but they should never be such as to embarrass the diffident, or discourage the backward. Correct without irritating—instruct without insulting. Manifest delight at success, and regret—not anger—at failure.

Make your recitations as far as possible an occasion of mental recreation and encouragement, to which the pupil will come with alacrity; and from which he will retire invigorated and strengthened.

The following rule is given by one of our best authors: "Assist your pupil in such a way as to lead him as soon as possible to do without assistance." Pupils are often injured by having work done

for them. Give them to understand that the excellence they are aiming at is to be achieved by their own exertions.

Do not underrate difficulties. Admit them frankly, and argue therefrom the necessity of greater exertion. Cheerfully bestow adequate praise on success, and have corresponding charity for failure.

Some importance is attached to the manner of putting a question. The teacher should exercise some care to suit his utterance to the capacity and disposition of the pupil. A subject may be broached or a fact stated in such a manner as not to excite the least curiosity in the mind of the pupil, or awaken the slightest desire to know beyond the bare statement. I would recommend a conversational tone and manner, allowing one question to call up another, in a natural and connected order. Many lessons otherwise dry, are thus made to assume the guise of interesting narratives. It also has a tendency to realize the statements, and assist the pupil in remembering them.

The fact that many pupils study solely to meet the requirements of recitation, and that all are more or less influenced by the knowledge or expectation of what they will then be called upon to do, gives the teacher an opportunity to control and direct their studying.

Critical recitation will produce critical study, and vice versa.

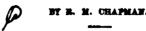
The order of recitation should be such as to lead each pupil reasonably to expect to be called upon to answer any question in the lesson. This will secure the learning of the whole lesson, and attention during recitation.

Occasional written recitations are profitable.

The teacher should not confine himself rigidly to any one system or practice. He must consider his pupils as his patients; examine them carefully and frequently, and suit his treatment to their wants.

VERBAL STATISTICS.—Professor Max Muller, in his admirable lectures on the Science of Language, tells us that out of the 50,000 words or so in the English tongue, it has been found that a rustic laborer uses only 300; a man of ordinary education, 3000 to 4000; and the great orator about 10,000. The Old Testament contains 5642 different words; Milton about 8000, and Shakspeare 15,000.

ETYMOLOGY-NO. IV.



PROFOUNS.

The words which with more or less constancy are employed as substitues for nouns may be classified as follows:

- 1. Pure Pronouns, that is such as never used but as the representatives of nouns. These are, I, thou, he, she, it, one, and who. These are also called substantive pronouns.
- 2. Mixed pronouns, that is, those which, in general, stand for nouns, but are also, sometimes added to nouns to limit their signification. Hence they are also called Adjective pronouns. They are this, that, with their plurals, these and those: and what and which.
- 3. Semi-pronouns, otherwise denominated Pronominal Adjectives, because, being properly adjectives, they sometimes represent their nouns in construction. We have already sufficiently treated of these under the proper head.

While the pronouns of the two former classes agree among themselves, in their use, as substantives and adjectives, there are other circumstances of difference which make them require a specific division. A lamentable lack of discernment, is betrayed in the manner in which this is done in our common grammars. Their authors seem to have proceeded without any rational basis of distinction; consequently words are grouped together which, in reality, are not of the same order, and the definitions are either wholly indefinite or untrue.

Yet there is a very palpable ground of distinction among pronouns indicated by the manner of their use, and that is, their relation to the antecedent. On this ground we are able to distinguish three principal kinds of pronouns: 1, personal, which have no antecedents for the reason that they sufficiently express the objects for which they stand; 2, demonstrative, which agree with their antecedents in gender and number; 3, relative, which, being incapable of such agreement, are placed at the head of their own clause in close proximity to their antecedents.

Let us see now how these several kinds should be defined, and what words attributed to them in accordance with these descriptions.

A Personal pronoun is one which may stand only for the same

of a person, and of itself denotes the person meant. The personal pronouns are I, thou, one.

A Demonstrative pronoun is one which refers to an antecedent with which it agrees in gender and number. Of this sort are he, she, it, this and that. Sometimes these pronouns, instead of having antecedents, are described by a relative clause following, as "They that are whole need not a physician, but they that are sick."

A Relative pronoun is one which relates to an antecedent, and, at the same time, has the force of a conjunction. The relative pronouns are who, which, that and what.

All of the pronouns, except this, that (both demonstrative and relative) and one, have compounds, which have in general the same characteristics as the simple words. The compounds with self are properly called Reflexive pronouns, since they denote that the action returns upon the agent as its object. When in apposition with the nouns for which they stand, they are simply emphatic.

A relative pronoun which has no antecedent stands for an indeterminate object, and is therefore indefinite. What and its compounds (when not used adjectively) are always indefinite; but they are defined by the rest of their own clause, and thus denote an object which may be the subject or object of the connected affirmation; as, "Give me what is right," What you say is true." The same is true of who, as "Who steals my purse steals trash."

Who, which and what, when used in asking questions, are simply indefinites, and do not need a distinct classification.

One (personal) is always indefinite; we and they are likewise in such sentences as, "We are bound to obey God." "They say the army is going into winter quarters."

It, in impersonal constructions, is a mere form word, being employed to supply the place of a subject, when no significant subject is possible; as, "It rains," or when, by an idiom of the language, the true, that is, the logical, subject, a subordinate sentence or infinitive, is placed after the verb; as, "It seems the company never intended such a measure."

^{*} This is not the numeral nor the pronominal one, but a word of different significance and derivation. It comes through the French from the Latin; thus bomo, bomme, contracted to on, one. It signifies an indefinite person, as is shown in the following sentence: "One gains no advantage from an exclusive regard for one's interest.

The Accidents of Pronouns.—The personal pronouns have person, number and case, but not gender. The demonstratives are always of the third person; he, she and it have alsa, gender, number and case; this and that have only number. Of the relatives, who has case, without distinction of gender or number. The rest have none of the accidents; but all of the relatives assume the number and person of their antecedents.

Those of our readers who are classical scholars, will readily observe that this distribution of the pronouns is the same that is given in the Latin and Greek grammars. It is, by all means, desirable that a return should be had to the ancient method, if for no other reason, at least for the sake of philosophical accuracy which in the study of science is always a matter of first importance.

THE WINDS.

BY MARY E, NEALY.

Stir, stir, gentle Zephyr,
Sweetest voice of Spring,
Whispering mid the silken leaves,
Rustling through the vine-clad eaves,
Sweet as hopes that cling
Round a sleeping baby's life—
Soft and tender, free from strife,
Earth's divinest thing!

Sigh, sigh, weary Zephyr,
Mid the summer trees;
For the sweet spring flowers dying—
For our hopes we too are sighing—
Hopes as bright as these!
Weary in your noon-tide heat,
Weary as my aching feet,
Floats the summer breeze,

Wail, wail, winds of Autumn,
Mid the leaves so rare;
Sighing, shivering, sadly moaning,
Like a lonely spirit groaning,
In its deep despair:
Moaning with a sullen murmur,
Where the hectic flush of summer
Paints the chilling air.

Rave, rave, winds of Winter, Loud and strong and shrill! Blow and whistle o'er the mountains;
Freeze up all the valley fountains—
Make their voices still!
Like the storms in passion's bosom,
Crushing life's divinest blossom,
With their deathly chill.

Sweep, sweep, wild ternado,
Over hill and plain;
Dashing, crashing all before ye,
Fearful lightning flashing o'er ye,
Prayers and tears are vain!
As the flerce and wild despairing
Of a hopeless spirit swearing,
In its panting pain.

Primary Teaching.

10

ANNA P. BROWN, EDITRESS.

PENMANSHIP.

The art of penmanship has no doubt been more neglected in our Common Schools than any other branch of education. Many, indeed, consider this an improper place for receiving instruction in writing, and as their children have been unable to become proficient under an experienced teacher, they have had a very limited practice, and are, consequently, poor penman. Many parents talk discouragingly to their children in regard to their capability of becoming good writers. They consider that the artist alone can wield the pen skillfully, and if their child is deficient in a taste for the fine arts, or does not at once display great powers of genius, his hopes are forever blasted in regard to the attainment of anything more than what is merely requisite for the transaction of business. At the age of twelve or fourteen he is permitted to take a copy-book to school, and after the teacher has set the copy, makes his first attempt at writing, and toe often does not receive one word of instruction or encouragement from parent or teacher during the term.

We would ask if this is the course you would pursue with a child learning to read. Of course not. The child is sent to school at the age of four or five, and ten years are not considered too long for becoming good readers. The same is true of grammar and mathematics. The musician would consider it folly to attempt to make a skillful performer on the piano by an hour's practice each day for one term. It is by constant drill for years that the muscles are trained to glide over the

key-board and perform at sight difficult pieces of music. And if time and practice are considered necessary for every other attainment, why not devote the same to writing.

We believe that writing should commence with reading. Give the child a slate, pencil, and sponge, when he first enters school, and teach him how to use them. As soon as he learns a word, and the elementary sounds that compose it, teach him to write it, not print it. Tell him that he is learning to write, and if he takes pains will soon be able to write a letter as his father and mother do. It is true his first attempt is in *Hieroglyphics* which can hardly be deciphered; but tell him to try again, be sure and say nothing that will discourage him, and success will eventually crown his efforts.

We have found it necessary to keep the child one week on the same letter, and require him to bring up the slate twice a day filled with this letter before passing to the next, and the neatness and order in which he can now write any lesson assigned is truly surprising to one unaccustomed to the drill. It is true that some children learn more rapidly than others, but remember that it is the dull child who needs the teacher. You can explain to children from the Black-board the principles in penmanship as easily as you can teach them to read. First show them that the letters must be of a uniform hight, and not too compact. Take the word you wish them to write, teach them just how it should be written. After examining the slates you will find many specimens to place before them for criticism. (You will find that children are generally severe in their criticism.) Tell them you do not wish to see the same mistakes again, and in nine cases out of ten you will not, in that word, at least from those who have made the criticisms. In writing as well as in reading we must teach one thing at a time. A great deal of encouragement is needed and must be given daily. Thus by patience and perseverance a great deal is accomplished. After one word has been neatly written, the teacher has little to fear for the child's advancement. The nestness with which the letters and words are arranged is a very important item. Let the child feel from the beginning that he must observe aract order. The letters and words must be written one directly under the other. To accomplish this it is necessary that the slates be permanently ruled with a sharp pointed instrument. We have found a system of marking very beneficial. The slates should be examined twice a day, and marked as they merit. That each child may be provided with a pencil, we think it advisable that a how he provided by the teacher, into which all the penails be placed. These should be taken un and distributed two or four times a day, as the teacher thinks proper.--To keep the slates clean, it is also necessary that a basin of water be pessed morning and avening, that each spongs may be moistened, ready for use. We have heard teachers remark that they had no time for this routine of labor, but we think that if they will prosecute the work systematically, they will gain more than they will lose. Let it be assigned to two of the most active pupils, and at a given signal let them proceed at once as directed. The teacher should feel that time spent in forming habits of neatness and order is by no means lost.

The child will become greatly interested in this writing exercise, and when he has taken his slate home and shown his parents what he can do, they are greatly surprised that a little child can learn to write and consider him quite a produgy. The next day, the child goes to school greatly encouraged, says his father has seen some men who could not write better than he, and that he will be able to write a letter soon.

The first of April arrives. See the interest manifested by these little fellows, who, with pen and ink, can write the April fool, and direct the letter, and you will feel amply rewarded for all your labors.

Consider for a moment the advantages the pupil derives as he advances from grade to grade, by knowing how to write. There are many exercises which it is as necessary for him to write as to read, to make rapid advancement, and as too short a time, at best, is given to most children, for receiving an education, let us teach them what we can in that time. We know how hard it will seem to press on teachers, especially in ungraded schools. But surely writing is one of the most important things taught in our schools. It is one of the most useful; ten times more important and useful than geography, for instance. To take lower ground even, there is no study that makes more show when successful, or which gives higher satisfaction to parents, trustees and pupils. Its value is recognized by all.

FIRST LESSONS IN READING.—Concluded.

SECOND STEP.—As soon as twenty or thirty words have been mastered and the class can read many sentences composed of them with facility and due expression, the analysis and synthesis of these words as sounds should be taught. In these exercises there should be little reference to the printed word; none to the names of the letters. Each word should be mastered as a sound. The aim should be to train the ear of the child to separate the spoken words into the simple sounds that compose it, and also to make out the words when these elements are given by the teacher. He must also be taught to articulate these elements, or, in other words, to spell each word by giving its elementary sounds. The following will give some idea of the class drill. The teacher speaks the word cat for example, and asks the class to do the same. She then teach

es them that the word they hear is the same as the one they see on the board or on the card (pointing to it); that there are two ways to represent words-one for the eye, and the other for the ear. She makes this plain by speaking a word then printing it, etc. She also calls attention to the fact that spoken words are composed of separate sounds, just as printed words are made up of letters. The teacher now tells the class that she is going to speak a word, and they must guess what word it is. She utters the elements of the word dog for example, separately, and then nearer and nearer together until the word is made out. We can only illustrate this on paper by using the words thus: d--o-g, d-o-g, d-o-g dog. This exercise in guessing or making out words from their elements should be continued several days; at least until considerable skill on the part of the class is secured. Meanwhile the teaching of new words, and the forming and reading, of new sentences, is continued. The teacher next drills the class in the separating of words into their simple sounds or elements. One word after another is taken up and analyzed, first by the teacher and then by the class, until the ear readily detects the elementary sounds of a word when spoken and the vocal organs are skilled in their utterance. Nor is this a difficult matter, if no effort is made to associate the sounds with the printed characters that represent them. The aim of the exercise is to train the ear in the analysis of sounds and the vocal organs in their separate and combined utterance.

THIRD STEP.—When the class can name from forty to fifty words at sight and read well the sentences formed from them; can spell these words by sound, or recognize them when their vocal analysis is given it is prepared for the spelling of words by letter, or the analysis of words as forms. The eye is again to be appealed to.

In teaching the names of letters, there will now be no difficulty. On trial, it will be found that a majority of the class already know every letter. If the words learned have been printed from day to day on the slate by the class, the names of the letters will be familiar to all.

The teacher now goes back and takes up the first word taught; prints it on the board; shows how each letter is formed; has the class name the letters forwards and backwards; also spell the words by sound and then by letter, in concert and then separately. Two or three words may be taken up at each lesson. Each word thus mastered should be printed neatly by each scholar from five to ten times and shown the teacher. The teaching of new words should be omitted until the class can spell by sound, by letter, and print or write every word gone over. This will not take long, for the class will feel a lively interest (if the teacher does) in these lessons. The previous exercises have put soul and life into the otherwise dead forms and character of printed language. It will scarcely be neccessary for the teacher to tell the child that the twenty-

six letters represent to the eye the sound which forms spoken words. From this point all of the previous exercises should be united in class drill. The class should be taught new words and required to spell them by sound and by letter. The different sounds represented by the same letters may be indicated by marks.

Just as soon as the representative sound of each letter is associated with it, the child should be taught to make out new words from their letters. This should be made a prominent object of each lesson. It is a good plan to drill the class, at least once a day, in the spelling of words of similarity of sound, arranged in columns; also to arrange words in columns, on what is known as the "word building" plan, and spell them by letter and by sound. In this manner the child becomes familiar with the more common combinations of letters which will serve as a key in learning new words into which they enter.

The omission of drills of this character, in the transition from word learning to spelling, is the most serious error of what is known as the "word-method" of teaching reading. It is not so much an error of the system as an abuse of it. We have thus sketched in outline what we believe to be the best method of teaching primary reading. We have purposely omitted many important suggestions for the sake of clearness. We submit the following as a brief summary of the reasons which may be urged in favor of the plan:

- 1. It is simple. It observes the cardinal educational adage, one thing at a time. A distinct aim is before the teacher at each step, and tests may readily be applied to the results.
- 2. It is philosophical. Every step is based on the teachings of nature; and nature is embodied philosophy.
- 3. It is efficient. It contains the characteristic excellencies and avoids the common error of the four distinct methods of initiating children into the art of reading.

Our advice to teachers of primary reading is to study its principles master its details, imbibe its spirit and, then try it.—Ohio Ed. Mosthia.

In proportion as the structure of a government gives force to public opinion, it is essential that public opinion be enlightened.—Washington.

Hath a wise state any interest nearer her heart than the education of her youth?—Berkley's Querist.

Knowledge is the cause as well as the effect of good government.— De Wit Clinton.

Department of Public Instruction.

No. 18. Who may attend school?

This question is often presented; to which I answer.

The first section of the eighth article of the Constitution provides for a general and uniform system of Common Schools, wherein tuition shall be without charge and equally open to all.

This is understood to include all, without any limit at twenty-one years or any greater age.

The second provise to section twelve of the school law provides that nothing in that article shall be so construed as to deny persons the privitege of attending the public schools on account of their being more than twenty-one years of age.

These provisions are construed to mean that all persons, or any of us, without regard to our ages, may enter the proper Common Schools of the State, and therein receive tuition without charge.

The section of the school law above quoted from confines persons for school privileges to their proper schools; but into them they are entitled to enter and receive tuition without charge.

14. Can persons who obtain the consent of the proper Trustee, to send to a school other than the one to which they are attached, he required to pay for the privileges of the school to which he thus consents for them to send?

The law does not, in any case, authorize the Trustee to demand pay ror taition from any of the patrons of the Common Schools, and no payment for such a purpose can be lawfully enforced.

It is provided by the fundamental law of the State that tuition in her Common Schools shall be without charge, and equally open to all. See Section 1st, Article 8th of the Constitution.

It is advisable that Trustees should give their consent for the enjoyment of the privileges of adjoining schools in all cases where a good cause for it is shown, provided the permission of such privileges does not make the school too large, and work an injury to the persons otherwise entitled to its privileges.

15. What length of time constitutes a school day? a school week? a school month? and a school term of three months?

The statute does not at present fix the length of time which shall constitute either term. In the absence of any agreement between the parties as to the length of time to be taught, I think that the custom which became very generally established under the provisions of the school law of 1855 should, govern. According to that law, six hours constituted a school day, five days a school week, a fraction more than twenty-one

days a school month, and sixty-five days a quarter, or school term of three months.

16. If a majority of persons forming a school, designate to the Trustee, by petition in writing, the Teacher whom they wish employed to teach their school, is such a designation sufficient to authorize the Trustee to employ the person designated?

I think that such a designation is sufficient to authorize the employment. See Section 27 of the School Law.

The power to designate teachers is given to school meetings by Section 25, but Section 27 appears to make every case in which a majority of the persons who are entitled to vote at school meetings have designated a teacher a sufficient designation.

17. Does the appointment of School Examiner disqualify the person appointed for teaching in any of the Common Schools of the State f

I think that such an appointment does not disqualify the person appointed for teaching in any of the Common Schools. One is an employment in the nature of a public officer. The other is an employment in the nature of a public office, and hence it does not disqualify.

18. The school revenue for tuitien was regularly apportioned by me to the several schools in my township, and it so happened that no school could be taught in one of the districts. Should the revenue apportioned to that district be held over until another year, or until a school can be taught therein; or should it be added to the next apportionment of revenue to the township, and with it apportioned to all the schools of the township?—Trustres.

The school revenue for tuition belongs to the State and not to the townships; but by its apportionment to the several school districts the persons forming each acquires a kind of property in the sum apportioned to their respective district, which entitles them to have that sum expended for tuition in the district to which the apportionment is made.

If it should so happen from any cause that a district to which an apportionment is made cannot have a school taught in it within the current year for which the apportionment is made, it does not thereby forfeit or otherwise lose its right to the sum apportioned to it, or to the length of school which that sum would provide. It would not, I think, be improper for the Trustee to use the money apportioned to a district which could have no school, so as to lengthen out the schools in the other districts of the township, and at the next, or some subsequent apportionment, provide a sufficient length of school term to make up the deficiency of the previous year to the district thus deprived.

SAMUEL L. RUGG, Sup't Public Instruction.

Examiners' Department.

SOMETHING NEW UNDER THE EDUCATIONAL SUN,—A TRUSTEES CONVENTION.

On the call of Mr. Cox, Examiner of Hendricks County, the Trustees of said county assembled at Danville, the county seat, on the 11th ult., for the purpose of considering and transacting school business. So far as we know, this is the first county convention of trustees ever assembled in Indiana for educational purposes. This is starting the lower wheels of the machinery,—wheels numerous and full of cogs, hence such that if kept in motion, will generate a power. Said a veteran educator when I announced to him the fact of this convention,—" Well, they have got hold of the long end of the lever in Hendricks."

Mr. Cox and his Trustees have set the ball rolling; it is to be hoped it will not stop here. Examiners and Trustees of other counties, what say you?

From the preceedings published in the Hendricks County Ledger, we take the following:

REPORT OF COMMITTEE ON TIME OF COMMENCING SCHOOLS.

"We, the committee, appointed to report on times of commencing schools, would recommend that the School Directors of the county call a meeting of the different Districts on the 3d Saturday of August, and elect their teachers as far as possible. We would also recommend the middle of September as being the best time to commence our fall schools. Adopted.

RESOLUTIONS.

• The Committee on Resolutions reported the following, which were adopted:

Resolved, That whatever other duties we may owe our respective townships, we recognize none as more important or more binding than our duties to the interests of education in these said townships.

Resolved, That we ignore the practice of Trustees requesting the Examineer to give certificates to unqualified teachers, and in the future we will not make such requests when more competent teachers can be had.

Resolved, That this Convention of Trustees tender their thanks to the School Examiner for having called us together to deliberate upon the duties of our respective offices, and that we recemmend that such conventions be held annually on the 1st day of Sepetmber.

On motion of Mr. Bishop, it was recommended that each Trustee in the county take a copy of the Indiana School Journal for the benefit of his office. And further, that we request that each teacher in the county shall have it stated upon his certificate that he is a subscriber to some educational journal.

On motion, the Convention them adjourned to meet on the 1st day of September next.

D. M. COX, President.

S. B. DARNALL, Secretary."

—It is desired that announcements of the times of such meetings, and an abstract of the proceedings of the same will be ferwarded to the Journal. Also times of County Associations.—Etc.

EXAMINATION-POINTS TO BE OBSERVED.

FIRST GRADE.—The candidate for this grade, should be able to sustain a thorough and critical examination upon all the subjects named in the act. He should be examined with reference, not only to the mere technical knowledge, but to the principles of the branches requiredthe philosophy of the rules—the theory and practice of teaching—and the principles of school government. Especial inquiry should also be made as to the candidate's peculiar aptitude in communicating knowledge, and his ability to make it clear to the pupil by lucid explanations, and prompt and pertinent illustrations. In determining the claims of the candidate for this grade, it would also be proper to regard certain points. upon which, from the nature of the case, there can be no formal examination, but the relevance and significancy of which cannot be questioned -such as the precision and clearness of utterance, propriety and purity of diction, refinement of manner, genuine dignity of character and bearing, earnestness, conscientiousness, and high toned morality. It is thought that, in examinations of this character, far too much stress is ordinarily laid upon the value of mere scholarship. The technical and scientific acquirements of the candidate must indeed be unimpeachable. but it is sincerely believed that the considerations just referred to, have a more important bearing upon the question of the real fitness and highest success of the teacher, than the utmost perfection of purely scholastic 'attainments.—Report Sup't Ills.

RESIGNED.—Dr. Lewis, of Huntington County, has resigned the Examiner's office for the purpose of entering another office. We regret to lose so valuable a man from the Examiners' ranks. As partial compensation, however, we are assured that we do not lose him from the general cause of education. He says, "I expect to continue in effort to elevate the standard of our schools in every way in my power."—ED.

EDITORIAL-MISCELLANY.

OUR NORMAL SCHOOL IN PROSPECTIVE.

In our last issue, we found it duty to make the unwelcome announcement of the failure of the Constitutional Amendment. In this issue, we have the pleasure of making an announcement that throws a gleam of light into the darker shading of the picture.

Through the efforts of Superintendent Rugg and other friends of education, the plan was urged upon the Legislature, of incorporating a Mormal School into the proposed Agricultural College. This plan met with favor. True, it was not passed into a law; neither was the college bill. Seeing, however, the close union of the two, indeed the inweaving of the one with the other, we may fairly infer for them a common destiny: that is, that the passage of the College bill will secure the passage of the Normal School bill. So far as we can calculate with certainty apon any future human event, we may calculate with said certainty upon the passage, at the next session of the Legislature, of the College bill, hence of the Normal School bill. Hence you see, Our Prospective Normal School.

That some of the proposed features of this School may be seen, we quote from "House Bill, No. 215:"

An Act to establish an Agricultural College, to teach such branches of learning as are related to Agriculture and the Mechanic Arts, Military Tactics, Normal School Instruction, and such other Scientific and Classical Studies as the General Asiembly, or the Board of Trustees of said College may direct; and to appropriate Revenues for its Endowment, Support and Maintenance; and to provide a Board of Trustees for its management.

SEC. 1. Be it enacted by the General Assembly of the State of Indiana, that there shall be located, established, organized, and put into operation, in the manner hereinafter provided for, a College, to be denominated "The Indiana State Agricultural College," the leading object of which shall be to teach, and give instruction in such branches of learning as are related to Agriculture and the Mechanic Arts, including Military Tactics, and Normal School Instructions for the preparation of teachers for the common schools of the State; and such other scientific and classical studies, as the General Assembly, or Board of Trustees of said College, may, from time to time, direct, in such manner as the Legislature may prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

SEC. 12. There shall be, and hereby is, appropriated for the support of the Normal School in said College, the sum of ten thousand dollars per annum, from and after the time when said School is ready to go into operation; to be paid out of any part of the Common School revenue for

tuition, except that which has been, or may be, derived from the Common School Fund, or the Congressional Township Fund. From said appropriation shall be made all payments of expenses in carrying on said School, so that no part of the expense thereof shall be charged against, or be paid out of, the revenue derived from the grant of land scrip by Congress to the State for an Agricultural College. And no part of said appropriation shall be used for payments upon buildings.

- SEC. 13. Whenever the Board of Trustees of said College shall give notice in writing to the Superintendent of Public Instruction, that they are ready to put said Normal School into operation, the said Superintendent shall, at his next subsequent apportionment of school revenue, and semi-annually thereafter, apportion to said Normal School, and deduct from the total amount of common school revenue then ready for apportionment, the sum of five thousand dollars, and apportion the balance of said revenue ready for apportionment to the several counties of the State, according to the provisions of the 118th section of the School Law. And the sum semi-annually apportioned to said Normal School, shall be paid by the Treasurer of State, to the Treasurer of said College, upon a warwant from the Auditor of State.
- SEC. 18. The Board of Trustees shall provide for the admission of students into the College and Normal School free of charge for tuition, and provide for suitable examinations to test the measure of literary and scientific attainments of the applicants for admission, and fix the standard of such attainments which shall entitle applicants to such admission."
- —While this is all prospective, yet it is something, and something encouraging. So far as we have been able to ascertain, this is the first bill ever introduced into our Legislature containing even the terms Normal School, saying nothing of the proposed organization and support of such a school.

Educators, be of good cheer. Indiana "does move," and not always backward either.

RICHMOND GRADED SCHOOLS

RICHMOND IND. April 13 1863

Mr. Editor: As some interest has been manifested by teachers in different parts of the Sate, to learn our plan for continuing our graded schools during the whole of the school year, I present the following condensed statement. If you consider it worth anything, you are at liberty to use it as you please.

After determining the number of months free schools shall be taught, the trustee has then to provide for that portion of the time for which their is no public provision. At the beginning of the school year, he issues three grades of scholarships, Primary, Intermediate, and Grammar. The price of these scholarships is based upon the cost of the tuition of each pupil, during the public school, which is easily obtained from the

Superintendent's former report. The cost of each grade of scholarship is determined by the amount of money to be raised. The trustee can readily approximate to the number of tickets that can be sold, by well directed inquiries, while taking the enumeration.

It is best to have the free school term at such time of the year as will accommodate the greatest number of pupils, say from November to April-The Fall and Spring schools will be open only to those who hold tickets. The fund, raised in this way, will be sufficient to pay all the expenses of the school, not provided for by public revenue, and that too at an expense to the patrons, less by from thirty to fifty per cent., than independent private schools; and the schools are better by one hundred per cent., and better for the teacher. So it is a gain in every direction. Let those who are doubtful try it. It has been the means of improving our schools very much during the past year.

Respectfully, G. P. Brown.

RULES RELATIVE TO TARDINESS AND ABSENCE IN THE INDIANAPOLIS PUBLIC SCHOOLS.

The following are the Rules recently adopted by the Indianapolis Educational Board.

From reliable facts I can state that these Rules have wrought a most wholesome change, reducing tardiness, and absence from school from thirty to seventy per cent.; a reduction varying in different schools with the character of the pupils and parents and the vigor of the teacher. At first, patrons made some complaint. This was expected. Reforms always meet with opposition. School reforms have no claim, so far as I know, to exception. These complaints have principally ceased, hence the system inaugurated by the rules is considered a success. These Rules are inserted in full that Trustees and Teachers may consider them, and possibly derive suggestions therefrom for their schools.

RULES.

I. In all cases of tardiness or absence, excuses shall be required of parents or guardians, in writing, or in person, stating the cause of the same. When such excuse is not sent with the pupil, the teacher may send for it. Excuses shall be valid only in case of sickness of pupil, family, or other urgent necessity.

II. Any pupil in the Grammar or Intermediate Department, who shall be absent four half days in four consecutive weeks, without valid excuse: also, any pupil in the Secondary or Primary Department who shall be absent six half days in the same length of time, without like excuse, shall be suspended from attendance at the school; such suspension to remain in force until satisfactory assurance is given, that attendance will, as far as possible, be regular thereafter. In every case of unexcused absence, the teacher shall inform the parent or guardian, either in person or by note, as early as practicable.

III. During the opening exercises in the morning, the doors may, at the discretion of the teacher, be closed.

The following is the form of printed card furnished the teachers by which they notify parents of the absence of their children. This is for the Primary and Secondary Departments; that for the Intermediate and Grammar, differs only in the word four instead of siz, in rule stating penalty:

mire originally directs outh in one Abire loss introduce of ami in ross mani-
ing penalty:
Indianapolis,186
Your has been absent from school
this You will please observe that this is the
half day's absence within the last
Six half days' absence, without valid excuse, in four consecutive
weeks, subjects the pupil to the penalty of suspension.
Teacher.
Department,Ward.
<u>.</u>

ANOTHER NAIL IN SURE PLACE.

The following resolutions were unanimously adopted by the Wayne County Teachers' Association, at its meeting, April 11th:

WHEREAS. The sentiments and opinions of a teacher will find expression in his every day speech and actions, affecting more or less the minds of his pupils, and thus exerting a great influence in moulding the public opinion of the next generation; therefore,

Resolved, by this Association, that the County Examiner should revoke all licenses to teach in this county, held by persons who are disloyal to the Government of the United States.

Resolved, further, that in examining applicants for licenses, he should be careful to inform himself in this particular, and grant none to persons who are not unqualified in their support of the Government.

FAYETTE AND HENDRICKS HOLDING THE BANNER.

Fayete and Hendricks counties report all their Trustees as subscribers to the JOUBNAL. On the 8th of April H. Nutting, Examiner of Fayette, gave in the names of all the trustees of his county, and on the 16th, D. M. Cox, Examiner of Hendricks, sent the remainder not before sent, making all for his county. Several other counties have sent the names of nearly all, but not of all, so far as is shown by our books, or by reports of Examiners.

RANDOLPH Co. SEMINABY.—Mr. John Cooper, Secretary of our State Association last year, has left Dublin, Wayne county, and gone to Winchester, Randolph county, to take charge of the Seminary at that place. From his circular we learn that a Normal Department will be opened for those who wish to prepare for teaching.

TRUSTEES AND TEACHERS.

Trustees wanting Teachers, and Teachers wanting places, who are subscribers for the Journal, can have an announcement of such wants inserted in the Journal once without charge, and oftener at rates below our published prices of advertising. We desire the Journal to be practically an educational organ and medium. We hope soon to be able to open what shall be known as a Trustees' Department.

H. Nutting, Examiner, is making arrangements for an Institute in Fayette county.

From James R. Hall we learn that the Knightstown Academy is eminently prosperous, numbering 126 pupils.

The Female School at Knightstown Springs has ceased to be, a Water Cure establishment being about to be substituted therefor.

OLLA PODRIDA.

The first Normal School in the United States was opened at Lexington, Mass., in 1839, and not 1339, as printed in last number.

The number of teachers employed in the public schools in Indiana last year, was, as per report of Superintendent, 6,934.

Illinois has given Fifty One of her teachers State Certificates, i. c., certificates valid throughout the State, and during the life-time of the holder. This is tending to the professionalising of the teacher's calling.

NORLE SENTIMENT.—The distinguished Dinter, who did so much for popular education in Prussia, held as one of his controlling sentiments, the following: "I will look upon every child in Prussia as one who who will, in the Day of Judgment, testify against me, if I do not all in my power for its education."

Number of Letters in the Alphabet.—The Italian alphabet contains 20 letters; the French, 23; the English, 26; the Spanish, 27; the Arabic, 28; the Persian and Egyptian, each 82; the Turkish, 83; the Georgian, 36; the Armenian, 38; the Russian, 41; the Sanscrit, 50; the Abyssinnian, 202; and the Indian, or Brahmanic, 240. From this it will be seen, that nature has not fixed the number of the letters of the alphabet, as some are wont to believe.

A DEFINITION THAT NEEDS DEFINING.—In Dr. Johnson's Dictionary "Not-work" is defined thus: "Anything reticulated or decussated with insterces between the intersections."

Daniel Webster said, "If I had as many sons as old king Priam, I would send them all to the Public Schools."

Generous.—Hon. W. H. Wells, Sup't. Pub. Schools n Chicago, has transferred the entire proceeds of the copyright of his popular English Grammar to the fund for Indigent children. Mr. Wells has eavned an enviable and national reputation as a Teacher-Author. He has now added another to his laurels by a noble act of generosity.—Vermont Ech. Jour.

BOOK TABLE.

SCHOOL READERS. By MARGIUS WILLSON. New York: HARPER & BROS.

Through the courtesy of Mr. J. J. Parsons, a copy of these books has been placed in our hands, and has been examined to the extent that our duties will now permit. Obviously, these are remarkable books of their kind: 1, In the abundance of their facts in the physical sciences;—2, In their illustrations, full, expressive, attractive and instructive; 3, In the fact that they raise a most important educational problem, namely,—Can skill in Reading and knowledge in the Physical Sciences be acquired at the same time? If practice shall answer this question affirmatively, then in our judgment these books stand without a rival.

For specific facts, as to number of volumes, size, cost, and the like, our readers are referred to advertisements in this No. Journal.

Mansfield's Political Manual: Published dy A. S. Barnes & Burr, New York.

Not often do we have the pleasure of writing a notice of a book that we can more heartily recommend. This commendation rests upon two reasons: 1. The,—in our mind, unquestioned merits of the book; 2., The present pressing demand for a more general and a more accurate knowledge of the principles and genius of our government. This book gives this knowledge with succinctness, yet with a clearness almost mathematical.

Let even our better informed teachers read this work, and, in our opinion, it will reveal to them how vague and shadowy, not to say inaccurate, are their views of many of the fundamental principles of our government.

We have not space to name individual features of this book, further than to say, 1. It investigates the governments both of the States and of the United States; 2. It contains a summary of Parliamentary rules, applicable to public assemblies; 3. It contains Washington's Farewell Address. This address, in whole or in part, could with profit, and we think should be read and commented upon, at least once a quarter, in every school in the State.

Further, and finally, allow us to say that it is our matured opinion,

that the exigencies of the times warrant, yea demand, the teaching of the principles of our Government, and the consequent duties of the citizen, in every school in the land wherein are pupils fifteen years old and upwards.

An Analysis of English Words. By Chas. N. Sanders and Jas. N. McElligott. New York: Ivison & Phinnny. Pp. 240.

We welcome this among other recent works as obviously tending to a more critical and elegant use of English words. We earnestly desire that in every school in the land more attention may be given to the meaning, beauty, and almost spiritual power of words. Accuracy in words does much toward accuracy in thought; mutually and reflexively they act and react upon each other.

This work properly studied will do much to secure this proposed accuracy; even further, it will, in some degree, compensate etymologically for an absence of a knowledge of other languages.

THE AMERICAN JOURNAL OF EDUCATION.

The March number of this Journal is upon our table. I never take up this Journal but that I fervently wish every one of my brother teachers in Indiana could afford to take it. Its size, design and range of thought put it entirely above the ordinary monthlies. It does not compete with them, nor they with it. It has its sphere, and they theirs.

Hoping it not improbable that some reader may wish to add it to his list of professional works, the facts requisite for address are here inserted. It is edited by Hon. Henry Barnard, LL. D.; it is published at Hartford, Connecticut, quarterly, at \$3 00 per annum, or at \$1 00 per single number. Number of pages usually about 200.

INTRODUCTION TO ARITHMETIC, for Primary Schools. Price 33 cents.
ARITHMETICAL ANALYSIS, including the Fundamental Rules, United
States' Money, and Denominative Numbers, giving full analytical forms.
By S. A. Felter, New York: Charles Scribner, 1863. Price 60 cents.

The "Natural Series" of Arithmetics, of which the above are the first two parts, are distinguished by certain characteristics advocated by very many of our best teachers, such as few principles, with very numerous applications, full review, and copious analytical forms and exercises, insuring thorough pupils. They are synthetic as well as analytic, and follow the natural order of instruction, facts or the concrete, first; principles, or the abstract afterward.

They are deautifully printed, with full clear type, open page, and beautifully bound.

H. H. T.,—ASSOC. ED.

"THE STAR OF THE WEST."

Progressive Music Reader:

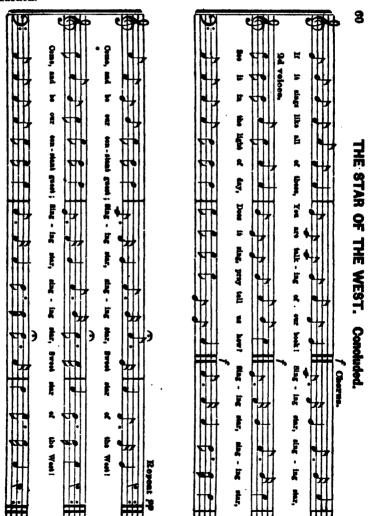
An Elementary Music Rock for Schools and Academies. Published by PARSONS, ADAMS, & CO.,
ODD FELLOWS' HALL, Indianapolis.

Price 25 cents, in boards. \$20 per hundred,



Recommended to be used in the Com. Schools of Indiana, by the STATE BOARD OF EDUCATION, March, 1863.

Will be ready May 1st, 1863. All orders addressed to the Publishers will receive attention. Liberal arrangements to Schools for first introduction.



Publisher's Notes.

OUR ADVERTISERS.—We present an unusual number of new advertisements this month from the most enterprising Publishers and Booksellers in the country. They indicate a healthy activity and progress in the educational work. We ask for all a careful reading.

Ivison, Phinney & Co., three new pages; Parsons, Adams & Co., six; W. B. Smith & Co, two, (one new); J. B. Lippincott & Co., one; A. S.

Barnes & Burr, one.

Continued, Charles Scribner, Crosby & Nichols, P. T. Sherlock, besides Cards of Bowen, Stewart & Co, Merrill & Co., Jones & Vennege.

Typographical Errors.—The last number of the Journal contained a number of typographical errors, some of most provoking character. We regret the fact the more as most of them were marked in the proof. and overlooked by the printer employed to correct. Small errors will often escape detection by even the most skillful: there is no human vigilance which minuteness may not sometimes elude; but we claim no excuse for such errors as some in the April No., and will try to prevent such in future.

MARION COUNTY NORMAL SCHOOL.

A Normal School will be held in Indianapolis, commencing July 21st. 1863, and continuing Five weeks.

Classes will be formed in all the Common School Branches; also in Rhetoric, Physiology, Algebra, Geometry, and other branches if desired. Special attention will be given to the methods of organizing, govern-

ing and instructing Schools.

The following gentlemen have already agreed to lecture before the School:—Prest. A. R. Benton, Rev. N. A. Hyde, Prof. R. T. Brown, Dr. Parvin, Prof. G. W. Hoss, and Rev. G. P. Tindall.

For further information address any of the following Instructors:

C. SMITH, Co. Ex'r., Acton, Ind. C. BRITIN,
A. C. SHOBTRIDGE,

PROVISON.

Indianapolis. PLEASANT BOND,

About the Improved School Desks-

Read the following from Rev. C. W. Hewes, President of the Indiana Baptist Female Institute, Indianapolis, Ind.:

"We are using Rankin' Improved School Desks in our Institution, and consider them the best in use. We think them eminently suited to schools for females, affording, as they do, the greatest convenience for ingress and egress of pupils, while occupying less space in the room than other desks.

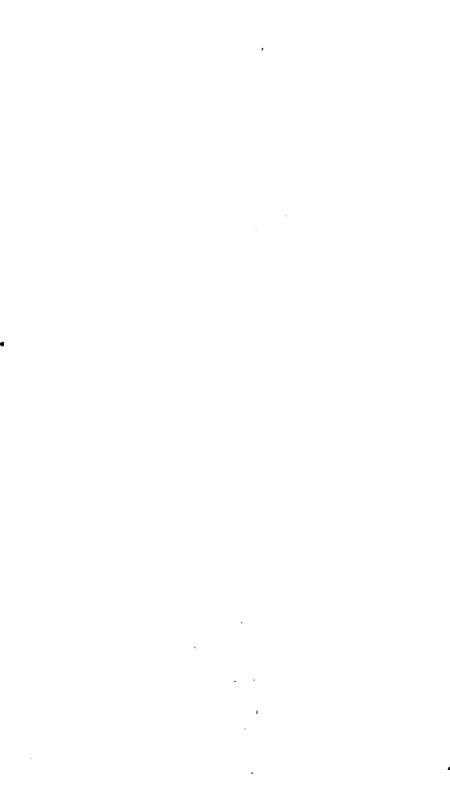
They are airy and light, and equal in every respect to desks which cost two and three times as much."

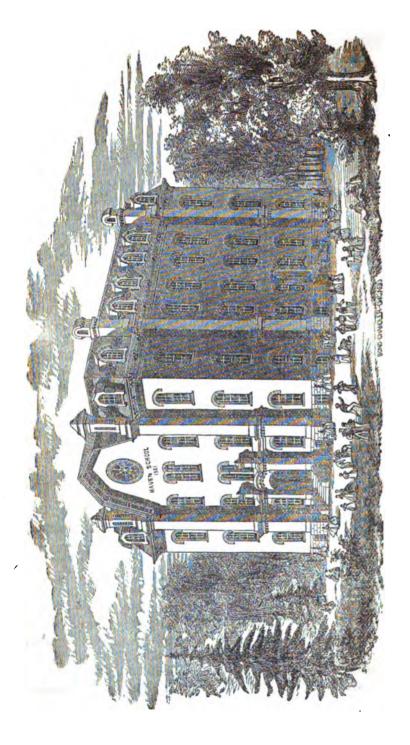
For the right to use this invention, in a county, township, or school corporation, address H. H. YOUNG, Indianapolis.

BOOTS AND SHOES—Jones, Vinnege & Co.,

No. 17 West Washington Street, Indianapolis, Ind.

Shoe Customers will find our stock and styles full and complete. Prices the lowest in the market.





Indiana School Journal:

G. W. HOSS, A. M., EDITOR.

YOL. VIII.

Indianapolis, June, 1863.

NO. 6.

THE HAVEN SCHOOL HOUSE-CHICAGO.

The Haven School building, which was planned by G. P. Randall, Esq., is a beautiful specimen of school architecture, and in the arrangement and proportion of the rooms, ward-robes, halls, stairs, and outlets, in its special adaptation to the wants of a large public school, it is safe to say that this house is not surpassed by any school building in the country. It is well heated by steam-pipes placed around the wall of the different rooms.

The rooms are ventilated through large ventilating shafts or buttresses in the exterior walls. The building is 68 by 86 feet on the ground, and each school room 27 by 33 feet, and 13 feet high. The exterior is in a plain Americo-Italian style of architecture; is entirely devoid of anything like ornamentation, save in its bold projecting buttresses which form the ventilating and chimney shafts; its deeply recessed doorway in front, with massive buttresses on each side; and last, but not least, its elegant Mansard roof, the steep sloping sides of which, covered with slate, and pierced with Dormer windows, gives it altogether a unique and pleasing effect.

Externally, the finish of the basement to the principal floor is stone. Above this the building is faced with red pressed brick, neatly pointed, and has stone dressings to doors, windows, buttresses, etc. The building is warmed by a boiler located in a room at the rear of the building, and covered with a lean-to roof rising no higher than the basement. The cost of the building is not far from \$20,000.—Report of Chicago Schools.

Reader, this short descripton with the accompanying cut is inser-

ted not with the design of interesting you in the school architecture of Chicago, but rather with the design of interesting you in the school architecture of Indiana. In accordance with the Scripture rule, we would "provoke you to good works." We would have you look at this building, and see what your neighbors are doing, then have you, so far as circumstances demand, and means permit, "go and do likewise."

We do not wish to be understood as intimating that you are to build, in all cases, large and costly edifices. By no means. We mean however, that in all cases, you should build with an eye single to the intended use of the building. More briefly, let the building be built for a school house, not simply for a house and then chrustened school heuse. Negatively, four walls, a roof, and a floor, pitched together, do not make a school house. So far as these go, they are good; but good alike for a school house, a church, a depot, a hotel or a carding mill. From this it will be seen, we think, that school houses like all other houses, should be built with special reference to their intended use. This implies many things; viz: size, convenience, neatness, provisions for heating, for ventilation, etc.

That many of these and other important elements are frequently neglected, all acquainted with Indiana school architecture, well know. Here then is the evil; where is the remedy? We will not assume to be able to suggest a complete remedy, only a partial one. 1. Let every teacher in whose district, village, or city a school house is to be built, feel that in some degree the building of that house is his business. His business so far at least, as to lead him to confer with the trustee or trustees relative to the size, form and location of the rooms, halls and stair ways, also relative to ventilation, heating, seating, black-boarding, ward-robes, water-closets, wood-houses, &c.

But it may be said that teachers do not generally understand these matters. In such cases, let the teacher procure some work on architecture, as Barnard's School Architecture. If this is not possible, he may be able to visit some handsome, well arranged building and deduce a plan from it. At all events, whatever he may know or not, about the planning of a school house, we believe it his duty to know enough, or learn enough, to make such suggestions as indicated above.

2. If the house is to be large, consequently costly, let an architect be precured to draft the building. If you can not get one more conveniently, write to the designer of the building before us, Mr.

Randall of Chicago. From reliable authority, we learn that he will do his work right.

However interesting or however important this subject may be, it is not our intention to pursue it at length. Hence we leave it for the present, earnestly commending it to the attention of trustees and teachers.—En.

TEACHING BY EXAMPLE.

BY W. H. WELLS.

The power of example is the leading influence by which character is formed. Its gentlest touch leaves an indelible impression on the plastic minds of children and youth, and its silent workings never cease. Precept falls too often on unwilling ears, and it is heard only to be repelled. Example gains easy access to the sympathies and affections, and they are yielded cheerfully and freely to be guided by its teachings.

I need not attempt to fortify these positions, because no one will attempt to gainsay them; but principles are of little value, even when admitted and endorsed, unless they are carried into practice. What matters it that we believe exampte to be more effective than precept, if in our teachings we still proceed just as if we believed precept to be more effective than example? It is to be feared that in a majority of cases, teachers who are careful to give their pupils frequent admonitions and directions in relation to manners and habits, devote much less time and thought to the examples that are constantly operating upon them.

Not only do teachers practically underestimate the power of example, but they are often most indifferent to that which is most important of all, their own examples. The teacher who is habitually morose, and who indulges constantly in a spirit of fault-finding, may instruct his pupils to be amiable and kind, but while he is teaching in the right direction, he is training in the wrong, and the influence of his training will be ten times as great as that of his teaching. If teachers had any just conception of the moulding power of their daily example, they would regard its cultivation and

^{*} Superintendent of Public Schools, Chicago.

improvement an important part of the preparation, which they need successfully to discharge the duties of their office. They would train their countenances to an habitual expression of cheerfulness, and cultivate just those tones of voice which they desire their pupils to imitate. Truthfulness, and the kindred virtues of candor and and frankness and confidence, should ever be looked upon by the pupils as part of their teacher's existence. In short, everything that the teacher would have his pupils become, he should himself be.

Horace Mann lamented to the day of his death that the associations of his boyhood had been unhappy. Let every teacher feel that it is his duty to render his very presence as sunlight in his school-room, to gladden and encourage all around him, and render life a constant source of rational enjoyment.

But, important as is the teacher's example, we must not stop here. Many a child has been ruined by the influence of vicious associates at school. Children are here thrown promiscuously together while going to and from school and during their hours of recreation at the school building. Many a youth whose character has matured into perfect symmetry and beauty amid the genial and healthful associations of home, and in the society of approved companions, here gradually yields to the seductive influence of unworthy associates, and becomes in turn the corruptor of others. Children accustomed to the associations and the dialect of street life. here mingle more or less freely with those who come from homes of putity and refinement. The teacher who regards his duties as less responsible while the children are assembled on the school premises, out of school hours, than while they are in their seats before him, has most unworthy views of his profession. If an improper and protracted intimacy exists between a pupil of correct habits and one whose example and influence are known to be injurious, the teacher has an important duty to discharge. If pupils indulge in the use of profane or vulgar language on the play-ground, it is the teacher's duty to know and correct it. Whatever other duties are left to suffer from neglect, these must not be. It is during these periods of relaxation that the teacher is emphatically in loco parentis, to guard the morals and manners of the children committed to his care, and see that they are protected against the insidious influences of evil examples.

I have dwelt particularly upon the power of example as observed

in the daily lives of teachers and pupils, because this influence is ever present and ever active, and because there is no safety in our schools unless these fountains are pure and healthful. But we must not stop here. Even in the formal lessons which we give our pupils on morals and manners, example is more effective than precept. Filial love and obedience, kindness, generosity, truthfulness, self-denial, industry, and all the other virtues should be plainly and earnestly inculcated in every school, but these instructions should be enforced by copious illustrative examples, in the form of entertaining anecdotes and other appropriate narratives. Such works as "Cowdery's Moral Lessons," teaching mainly by examples, will accomplish far more than the same principles when abstracted from the narratives in which they are found and embodied in a formal catechism of moral instruction.

The influence of the good and the great of all ages may be called to our aid. There is not an adorning excellence of human character that may not be found delineated in the history of some of the worthy names that have come down to us from the past, and the teacher who would show himself "a workman that needeth not to be ashamed," must draw continually from this store-house for the benefit of his pupils.

I close with an extract from a work on *Liberal Education*, by George Turnbull, LL. D., Chaplain to the Prince of Wales, which was published in 1742:

"It is by examples that good and bad conduct with their various effects and consequences, most strongly appear. Characters not only point out the virtue that ought to be loved, the wise part that ought to be acted, and what, on the other hand, is equally vile and dangerous, much more clearly and vividly than precepts, as a picture gives a much more lively idea of any sensible object than the best description; but they actually bring forth good affections into exercise, and by so doing establish right approbations and right aversions in our minds, and thus work into habit and temper that divine ambition of excelling in virtue, which, when it is firmly rooted in the heart, is a living, permanent principle, ever abounding in great and good deeds, to which all the happiness in the world is solely owing, and without which outward affluence is a nuisance and a peet."

INVENTIVE DRAWING.

BY HERMAN KRUSI.

Pestalozzi, the great and successful advocate of more natural methods of teaching, considered that form, number and sound supplied materials for the development of the principal faculties of the mind. Moreover, he considered the communication of knowledge of little importance, unless tending to the development of the mind on the basis of given facts.

Drawing, the subject of this treatise, belongs to form, and presents means for the most elementary instruction. In its first stage it may even be preparatory to writing, as letters are mere compositions of straight and curved lines, for the perfomance of which the hand should have previously attained a certain degree of firmness and dexterity.

Let us now consider what are the faculties that are developed by drawing. In consequence of the way in which this art is usually taught, many think that it only excersises the faculty of *imitation*. We admit that imitation cultivates the hand and the eye, but doubt whether it cultivates or draws out talent and ingenuity. For even in copying the products of masters, we ought to be able to appreciate their merits, not merely in the aggregate, but also in detail.

Schelling, the great German philosopher, expresses himself thus: "In a time when a people believe it possible to proceed with one leap from the first to the last step of the ladder of knowledge, the sentence may appear hard that art, like everything possessed with vitality, must go back to the first elements. We must see how every original product of art rises from the depths of imagination, branches out into an infinite variety of forms, and combines at last into a graceful whole. This power of invention cannot be communicated, for it is the pure gift of Nature, reflecting herself in the mind. A true artist can only follow the law which God and Nature have implauted in his mind. There is but little help from outside: every genius ripens by its own strength."

Thus Schelling, in this noble passage, recognizes the power of Invention as the principal mover and creator of art.

In the present elementary treatise we intend to trace the progressive steps on which this important power may be cultivated, and to

associate it with its natural ally, Taste; which latter is not such an arbitrary ruler as is generally believed, but subject to fixed laws.

But the object of this method, far from tending only to amusement, is an eminently practical one. Whilst acknowledging that the principle of invention is vastly encouraged in this country in all the improvements which administer to gain and comfort, we find occasionally a woeful absence of taste, and are obliged to borrow the finest patterns for ornament from France and Germany, in both of which countries drawing is introduced as a popular branch of instruction.

If the schools of this country will admit drawing as the most elementary, the most distinct and pleasing branch of instruction, they will become more practical than they have hitherto been, and apply more to the wants of the present generation.

The first exercises belonging to this course are of such an elementary character, that they may precede the knowledge of letters and of writing. Even geometrical forms may be introduced at this step, because the increase in the number of lines in every succeeding exercise leads necessarily to all the forms on which the science of Geometry is built. Since, however, the elements of form have already been described under a separate head, the teacher is referred to it whenever she finds definitions necessary. In case the children have already an idea of the geometrical forms which arise from the combination of several lines, the teacher must not neglect the opportunity of putting appropriate questions by way of repetition. There are, no doubt, many combinations of lines which cannot be designated by any name, and which, as a product of the childrens' invention, must be received as readily as those which have been adopted as symbols of form. In order to show the plan of teaching, the first exercise will be introduced as a model lesson. It is supposed that the children are already acquainted with the ideas of vertical, horizontal, slanting, parallel, &c. Although it was stated that this knowledge was not absolutely necessary to begin this course it cannot be denied that at the age when children are required to possess the power of drawing lines with tolerable accuracy, an acquaintance with the most prominent geometrical forms may be expected, or, at any rate will be very desirable.—Sheldon's Manual of Elementary Instruction.

GLEANINGS.

BY R. M. J.

The Swiss teacher, Johann Heinrich Pestalozzi; was born at Zurich Jan. 12, 1746. He had a feeble constitution, was poorly educated in the common branches, and although very ambitious to do some great thing for his country, yet he had no executive ability. Having failed in a large manual-labor school, and being reduced to great extremities of poverty, in 1780, he wrote a paper entitled "The Evening Hour of a Hermit." It contained many aphorisms on education, and produced a great effect in Switzerland and Germany. In 1781 he wrote a work entitled "Leonard and Gertrude," which at once established his reputation as a writer. It taught the importance of home education, and the evils of dissipation.

In 1807 he gave to the world his views on education, in a work bearing the title of "How Gertrude Teaches Her Children." This work made such a favorable impresssion that deputations from various European governments were sent to visit the school in which he was endeavoring to put his principles into practice.

About 1825, having failed in several schools, he wrote the "Song of the Dying Swan," and "Fortunes of my Life as Principal of my Educational Institutions at Burgdorf and Yverdun."

Notwithstanding his life was a continued succession of failures in teaching, yet in his works he foreshadowed principles which have had a controlling influence upon the systems of education over the civilized world for more than 50 years. The principles developed in his works are about as follows:

Education should proceed according to the laws of nature. It is the teacher's duty to assist this, by exciting the child to self-activity, rendering only a limited degree of assistance.

Progress should be slow and gradual, but uninterrupted, never passing to a second topic till the first is understood.

The memory and understanding should not be cultivated to the neglect of the other faculties.

The peculiarities of children should be carefully studied, in order to adapt the instruction to them.

The elements of knowledge are form, number and language, and should be taught with simplicity and thoroughness.

The power of observing should be cultivated, and the reflective powers should not be neglected.

Mental arithmetic, geometry, and the arts of drawing and modeling are highly important exercises for training and strengthening the faculties of the mind.

Vocal music should be systematically taught in schools.

The proper method of instruction is not by question and answer, but, in early stages, by dictation and repetition by the scholar, and in more advanced stages, by problems given by the teacher to be solved by the pupil without assistance.

Religious instruction should begin with the mother by cultivating affection of young children for their Creator, but formal religious instruction should be reserved for a later period, when the child is capable of understanding it.

Despotic government (then in almost universal use in schools) is improper, and artificial stimulants are equally so.

Physical education should not be neglected, but the whole system, physical, mental and moral, should be cultivated in harmony.

Pestalozzi was a teacher of educators rather than a teacher of children.

TEACHERS VISITING SCHOOLS.

BY H. DOBBS.

While much has been said and written on the subject of inducing parents and others to visit our common schools, I do not remember of seeing an article in the Journal urging the importance of teachers frequently visiting each other's schools. Our schools are mostly in session during the same months. Especially is this so during our winter term, each commencing about the first of December and closing about the first of March. So, that most generally, we see the teacher working his way, solitary and alone, so far as the presence of other teachers is concerned, through the whole school term. True, in localities where Teachers' Associations exist, they come in contact with each other, and are mutually benefited thereby. But these are not sufficient to enable him to fully comprehend the

plans of his fellow-teacher. In order to pass an intelligent opinion upon his modes of teaching, we must witness the operation-must see him with his classes of various ages and grades. Farmers have their associations; they also meet at the shop, or store, or road-side, and discuss methods of plowing, sowing, implements of agriculture, &c. But he is not satisfied with this. If a new kind of Reaper is to be tried, he goes into his neighbor's field and sees for himself And so of all the other operations of the farm or the shop; every man would rather see the thing for himself than hear tell of it. Just so it is with the teacher. He needs to see his fellow teacher go through with all the operations of his school. Let him notice carefully the order of reciations, the manner of the same, recesses, cleanliness of the school room, or the opposite; in short, the whole manner of conducting the school. A half day is little enough time for such a visit, and an entire day would be better. The visiting teacher, has then, something to compare himself with. He sees in what points he is deficient, or in what respects he excels his neighbors; and he carries home to his own school what he has there learned, adopting what he approves, and rejecting what he disapproves.

At such visitations the teacher visited should pursue his usual course and no attempt at show should be made, unless he inform his friend that such is an extra performance. Such visits should be conducted in the spirit of candor and honesty, and each party should kindly and frankly point out the faults and excellences of the other, that it may be a source of mutual improvement. By taking one day each month, he can visit three or four schools during his term, and if those visits are returned it will infuse new life into both teacher and pupils.

On some of these occasions the teacher might request that all his pupils accompany him. The friendly greetings, the promptings to increased zeal and industry, and the general good that would result from such an intercourse would many times pay for the time given to it.

—Reader, permit us to add in behalf of the above that this plan obtains in the Indianapolis schools, and with profit. At the first of the year, each teacher is allowed a half day to visit the schools of his neighbors, that he may learn so far as may be how these neighbors teach and govern. Toward the close of the year, when public examinations come on, each is allowed a half day to attend the examinations of some of his neighbors, to see how that neighbor examines, also to see, as far as may be, the fruits of his labors in the advancement of his pupils. The progressive teacher never fails to make these two half days as profitable as any other two half days of the year.—ED.

STORY TELLING.

One of the greatest deficiencies in the qualifications of the Common School teacher, is a want of general intelligence. Nothing is better calculated to interest children than familiar lectures or stories, on insects, reptiles, birds, quadrupeds, fish, plants, trees, mountains, springs, rivers, earthquakes, volcances, the races of men, the states of society, the different orders of religion, government, &c.

To succeed in this art, it does not require a complete stock of knowledge before the work is commenced. If a teacher is ingenious, he can read some familiar work on any suitable subject, and while it is fresh in his memory re-weave it into convenient parcels, and impress it upon his own memory by a narration to the school.

A company of boys and girls will ever listen intently to a story about a squirrel, a toad, a butterfly, an animal of any kind. They rarely tire in natural history. I have usually found that these exercises close with an eager relish for more.

That success may be easily attained, a teacher must remember how a boy thinks and feels. Setting aside the grave forms of language, he should give his subject that easy method of illustration that boys relish. A little laughter will not hurt a good story. Children like to laugh.

Such exercises act as a salutary stimulus to a teacher, to add continally to his stock of general knowledge, and, that his entertainments may not become stale, he will feel a constant inducement to reach into unexplored regions for fresh supplies. A teacher has no time to be idle. Every hour should have its labor or appropriate recreation.

These exercises are excellent to fix systematically in the memory facts and illustrations, and render them readily accessible, and worth the exertion for that object alone.

This system is practically "object teaching," only each teacher will have his own way to teach objects. We are apt to feel, by a kind of consciousness, what we can do and how we can do it, and a teacher is entitled to his way, only, he should be sure to reach a result.

We often fail in trying to imitate the pattern of another mind. Some men think quick, others slow; some draw strong colors, others deal more in facts. Each has his pattern for thought and for 182

Primary Teaching.

its expression. A live, thinking man is apt to be somewhat original. He does better to be so.

The exercises here suggested create in the student a relish for general reading and useful habits of observation. The various branches of knowledge are tasted, and the mind is unsatisfied without knowing more. Often a dormant intellect becomes aroused, that the ordinary tasks and tedium of the school-room would never have moved.

PARKE.

Primary Teaching.

ANNA P. BROWN, EDITRESS.

EXAMPLES OF SUBJECTS OF LESSONS IN HOME GEO-GRAPHY.

Let the subject be "rivers." What a variety of instructive matter is suggested by it! Their source in the little springs welling forth amongst the hills, from the bosom of the earth—the descent of the many small rills from the mountain side to the valley—the length, depth and gradual increase of the main stream—the influence of the season of the year upon them—the smooth, clear, low water in summer, and the dark, swollen, angry torrent in winter—the character of the land through which they flow for fertility—the uses to which man puts rivulets and rivers—the one a source of power for industrial purposes, the other the highways of commerce and of traveling, both adding to the riches and civilization of a people. All these considerations are involved in the idea of "river;" and there are few of them that could not be illustrated by reference to the brook that may pass the school or the river that may flow through the city.

Let the subject be "mountains." There may be some hill near the school which the children may have beguiled a summer's day in climbing. They are to observe its shape—whether it be broad and flat or steep, and in part precipitous—whether it be a single hill, or one of a range—the matter of which its surface is composed, whether earth or rock in any of its forms—the covering of its surface, whether grass, or heather, or shrubs—the animals that may be browsing on its slopes—the streams which may leap down its sides—the climate varying with the hight till they reach the cool of the summit—the corn-fields at its base, extending more or less up the slope—then the woods, and, lastly, the grass—the

toilsomeness of the secent, and the time required for it—and, perhaps, the metals or minerals dug out from it.

Let the subject be one of the phenomena of "chimate." On a "winter's day" let them observe the thick flakes of the falling snow, whitening the face of nature, or the hardening influence of the clear frost covering our lakes, pends and roads with ice—the rapid motion and thick covering necessary for comfort—the fires we need in our houses—the care we need to take of our animals—the unproductiveness and barrenness of nature at the time—the short day—the long night. On a "summer's day," again, the mild air—the clear blue sky—the moderate motion and the lighter clothing—the face of nature beaming with animal life, and clothed with the rich vegetable green—the treasures in the fields—the long day and the short night.

In these lessons on geography, scientific order is of little consequence. The true point of commencement is with what the children see and know. Thus, if we give a lesson on "rivers," we just take them in imagination to the river side, and exercise their senses on what is before them. The river is (suppose) broad, deep in the middle, shelving, clear or brown, smooth or broken in surface; its banks are pebbly, or rocky, or grassy, and so on. For the next lesson, we take them to a spot further up, where different phenomena are seen, and then further up still to its source; next take them down the river till they come to a point at which it falls into the sea, or into some other river. Proceed in the same spirit, and by similar subdivisions, with mountains, matters of climate, etc.

It is when these and a series of such minute pictures of "home" are conceived, that the child's imagination car take wings to other lands. He can expand the idea of the river at home till it reaches the Rhine, or the Nile' or the Mississippi, or the Amazon, and the circumstances of the one till they pass into those of the others; the mountain at home till he shall have seen the Alps, with their fertile valleys and lower slopes, and their woods above, reaching upward to the everlasting snow; or till he shall conceive Ætna with its teeming sides and magnificent prospects and the smoke rising from its volcano top. From the "winter's day" at home he may realize the dreary desolation of the Arctic zone, with its freezing temperature, its wilderness of ice, its stunted vegetation, its dearth of animal life, its short cheerless days, and its humble fur or skinclad dwellers; and the "summer's" day at home may lead him to fancy himself beneath the scorching blue sky of the tropics, with the want of rain, the rapid and abundant growth of plants and animals, the overpowering heat of the day, and the dews of night, the jungle or the desert In this series of lessons the names of countries are sparingly dealt

with, a few typical ones alone being given; i. e., of the different cli-

mates, but without map in the meantime. And it will be observed that the lessons are not expressly given on particular countries, as Egypt, or Arabia, or Lapland A country is too vague an idea for a child at this time; he must have some definite object on which to rest his conception. Hence the series is given on natural features, of which he can see certain examples around him, and these are stated as being in particular climates or countries. He associates the country with the object, not the object with the country.

To have the means of describing the different regions of the earth more particularly, the teacher should now proceed with a series of object lessons on their productions. Thus, the lion, elephant, camel, tiger, wolf, bear, hyena, kangaroo, buffalo, reindeer, dog, sloth, serpent, whale, shark, eagle, vulture, ostrich, etc., are for geographical purposes so many types. So in the vegetable world are the palm, the clive, the bread fruit, the vine, the cotton-plant, the tea-plant, the coffee-plant, the sugar cane, rice, maize, cinnamon, cedar, mahogony and the like. So with respect to man and his habits would be a series on the articles of food, clothing and building. In the course of these lessons some of the principal countries—not every country—would have been noticed so frequently, that the children must have accumulated a number of ideas regarding each.—Barnard's Object Teaching.

Examiners' Department.

NO STAMP DUTY ON CERTAIN FORMS OF TRACHER'S LICENSE.

Believing it a matter of some consequence to Examiners and teachers to know whether Teacher's Licenses, of the form adopted by the Examiners' Convention, are subject to stamp duty, I forwarded a copy of said License to the Department of Internal Revenue, asking a decision. That decision I have the pleasure of placing before the readers of the Journal.

It should, however, be observed that this decision was given on the form adopted by the Examiner's Convention, hence, I suppose, decides nothing save by inference, concerning other forms.—En.

TREASURY DEPARTMENT,
OFFICE OF INTERNAL REVENUE,
Washington, April 28, 1863.

Sim: Your letter of the 23d inst. has been received.

In reply thereto I have the honor to state that a "teacher's lineage."

a form of which you enclose, is not subject to stamp duty.

A "teacher's certificate" of qualifications to teach, when required by State law, is subject to a stamp duty of 5 cents.

Very respectfully,

G. W. Hoss, Ed. Ind. School Journal, Indianapolis, Indiana. Edwo. M'Phesson, Dep. Commissioner

DECISION OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

One of the recent decisions of this public officer seems so immoral and mischievous as to demand correction. I refer to one published in the March No. of the School Journal, which decides that the illegal employment of a teacher who has no license from the School Examiner, "if such illegal employment be acquiesced in and permitted by the Trustee and patrons of the school, without notice or objection to the teacher until at or near the close of the school, such acquiescence cures the illegal employment, and the the teacher is entitled to his pay," and the trustee, whether he has employed him or not, is bound to pay him. How can acquiescence by a few individuals in illegality make legality? On what principal of morals can it be justified? Mr. Rugg says that the employment of an unlicensed teacher by the people or Trustee is clearly at variance with the provisions of the School Law, and with its true intent and meaning," and yet, according to his decision, a man has only to go into the school-house and teach, and for every day he is permitted to do so without objection, the Trustee must pay him, -- for acquiescence "cures the illegality."

Now would not the principle which permits the "provisions and true intent and meaning" of the School Law to be thus subverted, subvert all law? My neighbor steals my horse,—an illegal act,—the community acquiesces in it,—he sells him and pockets the money; does the acquiescence of the community, or even of myself, if from fear or any other reason, I do not object, cure the illegality of his act or make it morally right? Rebellion was acquiesced in by the people of the South, and for a time by the ministers of the law. Must our Government, therefore, admit the demands of the rebels, and pay them for their illegal acts? Does not this offer inducements to violate law?

But this decision is objectionable because of the incalculable mischief it will do if it prevails. It effectually takes from the School Examiner his office, so far as it relates to the examination of teachers.

Many unfit candidates for licenses have been sent back to school, or set aside by the Examiners, and the standard of qualifications has been

IND. SCH. JOUR. VOL. 8.—19

elevated, and the design of many was to raise the standard still higher. But this decision makes the Trustee or neighbors independent of the Examiner. In many districts the majority are satisfied if the man will teach "cheap." The Examiner has been in the way of many of those cheap, unqualified teachers, but this decision removes him.

The examinations, especially the public examinations, have deterred many unfit persons from seeking to teach, and many others who have in time past taught without license, have been forced to stop. Some of our best lawyers have told our Trustees that every dollar they pay to an unficensed teacher from the public school fund can be recovered by suit at law, and that such teacher, if employed by them, could force them to pay him from their own private means.

Will not our worthy Superintendent reconsider this matter and give us an amendment? EXAMINER.

QUALIFICATIONS OF EXAMINERS.

- 1. Men should be appointed Examiners simply on the ground of their qualifications. Whether they are of one political party or another, should never influence the selection.
- 2. Men should be put into this office who will not use it for prometing their own selfish ends. An unprincipled young man who is ambitious of becoming Prosecuting Attorney, or a member of Congress, dare not refuse a certificate to the first dunce in the country, lest he thereby should lose the votes of that dunce and his numerous relations.
- 3. The most thorough and successful Teachers should, as a general rule, be appointed to this office. Men in other employments may be welf educated, they may have graduated at our best colleges, but for years they have had no practical acquaintance with the elementary branches of learning; they have "become rusty," and are not up to the times in school eperations. To be a good examiner, a man must have familiar acquaintance with school-room duties, as well as with text-books. He should be a leader in the educational movements of his county. If a man would be licensed to preach, preachers examine him; if to practice law, lawyers examine him; if to practice medicine, physicians examine him. Teaching is a profession, and why should not teachers be set to examine the qualification of those who seek admission to this profession? We admit that some men outside of the profession make excellent examiners; but they are exceptions to a general rule.—Ohio Educational Manifely—1880.

Department of Public Instruction.

CONDENSED STATEMENT

Of the Semi-Annual Apportionment of Common School Revenue for Trition, by the State Superintendent of Public Instruction, on the Fourth Monday in April, 1863, showing the last enumeration of children, amount of Revenue, etc.

COUNTIES.	hildren be- tween ages of 5 and 21 years, Aug.	otal School Revenue for Apportion- ment.	Amount apportioned to
	1 1 2 2 2 2 2 2 2 1 1 1 1 1 1 1 1 1 1 1	- E E E	EE4
	Children tween of 5 an years, 1862.	Total Rev App	i as
Adams	4,023	\$3,018 39	\$4,477 59
Allen,	- 13,422	10,121 81	14,938 68
Bartholomew, -	- 7,27 4	8,260 06	8,095 96
*Benton,	- 1,052	†1,955 11	1,170 87
Blackford, -	1 ,862	1,469 68	2,072 40
Boone,	- 6,458	6,377 40	7,187 75
Brown,	- 2,945	1,742 56	3,277 78
Carroll,	- 4,982	6,556 47	5,544 96
Cass,	- 6,607	7,020 44	7,353 59
Clark,	· 7,008	7,582 39	7,822 16
*Clay,	- 5,039	†3,83 4 07	5,608 40
Clinton,	- 5,908	7,602 49	6,575 60
Crawford	- 3,642	2,48 0 04	4,053 54
Daviess	- 5,721	5,349 71	6,367 47
Dearborn	- 9,460	7,915 88	10,528 98
Decatur	- 6,840	8,252 15	7,612 92
DeKalb	- 5,775	3,847 85	6 427 57
Delaware	- 6,279	6,608 81	6.988 52
Dubois	- 4,430	3,106 49	4,930 59
Elkhart	- 8,208	8,040 20	9,135 50
Fayette	- 3,712	6,611 62	4,131 45
Floyd	- 7,375	8,051 41	8,208 87
Fountain	5,698	7,198 66	6,341 87
*Franklin	- 7,699	†8,640 86	8,568 98
Fulton	- 4 ,234	3,692 97	4,712 44
Gibeen	- 5,545	7,066 97	6,171 58
Grant	- 6,115	5,098 10	6,805 99
Greene	- 6,531	5,940 25	7,269 00
Hamilton	- 5,943	5,957 03	7,727 55
Hanceck	- 5,406	5,833 26	6,016 87
Harrison	- 7,113	5,821 02	7,116 76
Hendricks	- 6,506	8,419 71	7,241 17
*Henry	- 7,670	†10,016 27	8,53 6 7I
Howard	- 5,387	4,452 77	5.995 78
*Huntington -	- 6,267	†3,965 89	6,975 17
Jackson	- 6,338	6,657 90	7,054 19
Jaspes	- 1,903	2,648 66	2,118 08
Jay	- 4,802	8,010 45	5,344 62:
Jeffe rson	10,070	8,199 57	11,207 91
* No report in time for	sportionment	•	i from last year.

Counties.	No. Children.	Revenue.	Am't apportioned.
Jennings	- 6,410	5,031 88	7,13 4 33
Johnson	- 5,617	8.060 76	6,252 72
Knox	- 6,085	7,715 02	6,772 60
Kosciusko	- 7,552	6,699 67	8,405 37
	- 4,527	4.210 69	5,038 55
Lagrange	- 3,376	2.881 31	3,757 48
Lake	- 7, 4 38	9,233 15	8,278 49
Laporte	- 5,482	6,592 63	6.101 46
*Madison -	- 6,812	†6,216 66	7.581 45
Marion ~	12,420	24,262 80	12.823 46
*Marshall	- 5,150	†3,725 20	5,731 95
Martin	- 3,590	2,673 56	3,995 67
Miami	- 6,662	6,451 21	7,414 80
Monroe	- 4,620	5,377 49	5,142 06
Montgomery	- 7,52 4	10,911 82	8,374 21
Morgan	- 6,220	6,448 87	6,922 86
Noble	- 6,087	4,888 50	5,774 83
Newton	- 1,159	1,308 57	1,289 96
Ohio	- 2,106	2,099 89	2,343 97
Orange	4,743	5,590 41	5,278 95
Owen	- 5,830	5,590 41	6,488 7g
*Parks	- 6,228	+7,961 17	6,931 76
Perry -	- 4,756	ε,776 38	c,293 42
Pike	- 4,306	2,861 26	4,692 57
Porter	- 3,661	4,071 02	4,074 68
Posey	- 6,232	7,077 99	6,936 21
Pulaski	- 2,483	2,352 51	2,763 57
Putnam	- 7,813	12,226 69	8,605 86
Randolph	- 7,506	7,138 75	8,354 17
Ripley	- 7,560	5,853 57	8,414 28
Rush	- 5,992	10,080 10	6,669 09
*Scott	- 3,170	†1,976 45	3,528 21
Shelby	- 7,730	8,816 42	8,603 49
Spencer	- 5,875	5.295 62	6,538 87
Starke	- 966	1,001 99	1,075 15
*St. Joseph	- 6,953	†6,257 57	7,738 6 8
Steuben	- 3,877	†2,473 91	4,315 10
Sullivan	- 5,962	5,611 65	6,635 70
Switzerland	- 4,8 4 2	3,657 69	5,389 14
Tippecanoe, -	- 8,236	15,686 50	9,166 66
Tipton	- 3,600	3,597 72	4,006 80
Union	- 2,407	4,544 49	2,678 99
*Vanderburg	- 8,907	†9,966 64 2 750 20	9,913 49 4 .01 1 25
Vermillion -	- 3,604 - 8,560	3,759 29 +9,491 56	9,52 7 28
*Vigo	- 0,360 - 7,224	6,051 67	8,040 31
Wabash	- 3,797	4,705 63	4,226 06
Warren	- 5,195	+6,450 44	5,782 03
*Warrick	- 6,905	7,767 12	7,685 25
Washington	- 10,406	17.273 26	11,581 87
Wayne - Wells	- 4,807	3,059 75	5.350 10
White -	- 3,136	4.528 43	8,490 36
Whitley	- 4,689	3,582 04	5,218 85
*No report received in	•	•	Estimated.
-740 tahota taoataar in	man ioi apporati		

Balance in State Treasury at October apportionment. Amount added from State's indebtedness, 25.000 00.

Total No. Children, 529,094; School Revenue for apportionment, \$588.908 00: Amount apportioned, 588.047 84.

EXTRACTS FROM SUPERINTENDENT'S CIRCULAR.

The foregoing is the statement required by the 119th section of the School Law, which shows the amount of School Revenue for tuition collected in all but fifteen of the counties of the State; and the apportionment of said Revenue to the several counties on the day fixed by law for that purpose. A note appended to the tabular statement shows the counties from which no reports were received in time for the apportionment. For such counties as no reports have been received from, the amounts reported a year ago have been taken as the best data upon which to estimate the collections of said Revenue for the current year. and now ready in said counties.

Section 113 of the School Law fixes the time at which the apportionments shall be made; and the duty thus imposed can not be lawfully deferred until another day for want of reports. Sections 114 and 115 provide the manner of ascertaining the amount of said Revenue collected in the several counties of the State, and ready for apportionment. And section 117 provides the remedy against County Auditors for failing to report the amount of said Revenue collected in their respective counties in time for the apportionments. At the next October apportionment the several counties from which no reports of the amount of School Revenue collected have been received in time for this apportionmen, will be subjected to a diminution of their apportionment in the sum of one hundred dollars, which sum may be recovered according to the provisions of said section 117 of the School Law.

This apportionment is based upon the enumeration made last August, which shows the number of children in the State, between the ages of five and twenty one years, to be 529.094. The amount of revenue ready for apportionment is \$588,908 00, which gives a fraction more than one dollar, eleven cents and three mills per child. The difference in the amount collected and the amount apportioned is accounted for by the omission of very small fractions in the computations, which difference will be included in the next apportionment.

I will say to the County Auditiors and through them to the other school officers of the State, who are expecting official visits from the Superintdudent of Public Instruction, that the General Assembly, at its last session, failed to make the usual appropriations to defray the expense of such visits or other contingent expenses of this Department, and hence such visits cannot be made. Very respectfully

> SAMUEL L. RUGG, Superintendent of Public Instruction.

EDITORIAL-MISCELLANY

INSTITUTES, AND PROVISIONS FOR HOLDING SAME.

The season is here when provisions should be made for holding the vacation Institutes. Already these are made or being made in many counties. In many others, however, nothing so far as I can learn, is being done. Now, Examiners and teachers, you will bear with me in a word or two of suggestion.

- 1. In the absence of normal schools, you grant the desirableness, perhaps the necessity, of Institutes.
- 2. You grant the necessity of pre-arrangement for these, i.e., arrangements and announcements so far in advance of the time of holding that teachers may suitably adjust their affairs for attendance. Will you, therefore, Examiners and teachers, move in this matter without delay? Will you go to work so timely and so earnestly as to secure an Institute in at least one-half the counties of the State? If the condition of our National affairs becomes no worse, at least fifty Institutes may, can, and ought to be held next vacation. As a matter of encouragement, allow me to say that so far as I can learn, a larger number of Institutes was held last year than in any year preceding. Hence, the law of progress says there should be a greater number this year than last.

As a means to the end it is proper to remind you,

- 1. That the State Teachers' Association appointed at its last session an Institute Committee, of eleven members, one in each Congressional District. It is the duty of each Committeeman, to hold, to have held, to assist in holding, or to encourage the holding of an Institute, so far as may be practicable, in each county in his district. The names and postal address of this Committee may be found in the January No. of the JOURNAL, hence, perhaps, need not be inserted here.
- 2. On petition of teachers and Examiners, County Commissioners have in several counties made small appropriations for support of Institutes. These appropriations usually range in amount from \$20 to \$30 or \$35. Let this matter receive proper attention, and that withou delay, as the Commissioners throughout the State convene on the first Monday in June, and not again until the first Monday in September.

As it is feared that there are not a few teachers and members o County Boards who indifferently appreciate Institutes, a fact or two may be given to show how they are appreciated, prepared for and attended elsewhere:

1. Under the head of "Precisions," the School Laws of Manuschusetts in 1860 provided for an appropriation of \$50 for every County Institute held in the State conformably to the law. The laws of Connecticut for 1860 provide funds to the amount of \$120 for each county. That portion of the law securing such aspropriation stands thus: "For the purpose of defraying the expenses of each School Convention, (called Institute in Indiana.—Ed.) so held, the Superintendent may draw upon the Comptroller for a sum not exceeding one hundred and twenty dollars, to be paid from the civil-list funds of the State."

In Michigan the Legislature passed an act in 1855 appropriating any sum not exceeding \$200 to each County Institute, provided that the expenditure for the whole State did not exceed \$1,800. Desiring to be brief, I close this division without referring to other States. It should, however, be remarked that each of these States supports a normal school, one of them four; hence, Indiana, spending mething for normal schools, ought through her Legislature, County Commissioners, Township Trustees, or some other legal source, to do something for Institutes.

2. Attendance and interest of teachers: Notwithstanding Massachusetts has her four normal schools, which her teachers can and do attend, she sends 200 at a time to an Institute. At the Institutes held last April the attendance was as follows: at one 200, at another 212, and the third 250. Many like facts could be given from other States, but for brevity's sake, I give but from one other, Maine. In 1858 three counties had the following attendance: one 196, one 210, another 213. Fellow-teachers of Indiana, look at and ponder these facts, then honestly decide whether you are justifiable in staying at home when an Institute is held within half a dozen miles of you, yea, worse, in your own city or village. Think on these things-more, decide what is your duty as a teacher charged with grave, with solemn responsibilities. If it be your duty to profit your pupils in every way possible, and to the greatest extent possible, then it is your duty to seize and appropriate every possible means of self-culture. Among these means is the Institute, hence, if possible, avail yourself of its benefits.

HENRY COUNTY INSTITUTE.

The teachers of Henry County have decided to hold an Institute. It will commence August 17th, at Knightstown, continue there one week, and then be removed to Newcastle and continued the following week.

Special attention will be given to the proper methods of organizing and governing schools.

Classes in the six branches will be organized, and the how to teach will be taught by competent instructors. Teachers are requested to bring the text-books which they are accustomed to use.

Men competent to interest and instruct have already been secured to lecture before the Institute.

E. J. RICE, Superintendent.

TALK WITH OAK TIMBER IN IT.—In an educational article in the Winchester Journal, Randolph Co., written by the Examiner, Mr. P. Hiatt, we find the follwing earnest talk: "Randolph is not to be the hindmost car of the Educational Train, neither is she to be switched off the track for some other train to pass her while I am conductor and backed up by a good, intelligent crew of passengers." —— Friend Hiatt, put all your trustees and teachers aboard and as many patrons as you can get, then take the broad guage, air line road, and you will be in time, bearing a banner, mayhap, the banner.

TIMES OF HOLDING INSTITUTES.

With pleasure we make the announcement that it has already been decided to hold Institutes at the following places:

1. Richmond, Wayne county, commencing July 20th, and continuing aix weeks. Tuition \$4 per term. Hiram Hadly and George P. Brown, managers.

Greensburg, Decatur county, commencing July 27th, and continuing four weeks. No other facts given.

- 3. Columbus, Bartholomew county, commencing July 27th, and continuing four weeks. Tuition \$5 per term. J. M. Olcott, Superintendent. (See advertisement on another page.)
- 4. Connersville, Fayette county, commencing August 2d, and continuing two weeks. G. W. Hoss Superintendent.

From Poole, of Morgan, and Loveless, of Clay, we learn that each of their counties will hold an Institute some time during vacation; no other facts given.

Add to the above the Marion County Institute, which was noticed in a previous issue, and we have a list truly encouraging; encouraging far beyond anything of previous years.

Progress.—Greensburg, Decatur County, has just completed a large, commodious and handsome school-house, at a cost of \$13,000. We congratulate the citizens of Greensburg on their enterprise and consequent success.

Association Organized.—In pursuance of a previous call, the teachers of Henry county met on the 2d of May, and organized a County Association, adopting a constitution and electing officers for the ensuing six months. Twenty-three persons became members. With such

men as Rice and Hall at its head, it may fairly be presumed that this Association will be a working institution.

THE FIRST FROM WABASH.--- O. White, recently a student in Amherst College, Massachusetts, sends us the names of six new subscribers, with the material accompaniment. From his note we take the following: "This, I promise you, is only a beginning for Wabash Co." Thank you, friend Oliver.

THE VINGENMES UNIVERSITY Recently obtained a judgment in the Circuit Court of Knox county against Samuel Judah for \$11,000.

FROM ABROAD.

Association of Colored Trachers.—The colored teachers of Ohio held an Association in Cincinnati on the 25th, 26th and 27th of Dec. 1862. The Association numbers thirty-three members. The next meeting is to be held at Columbus December 29th.

The enterprising publishing house of W. B. Smith & Co., Cincinnati, has passed into the hands of Sargent, Wilson & Hinkle. May it be characterized by the same vigor as heretofore.

THE GREAT TELESCOPE FOR CHICAGO.—Edward Everett, in a letter to the Observatory Committee of Chicago, states that the telescope which that city is soon to possess is "the largest refractor in the world." Its diameter exceeds by three inches that of the great telescope at Cambridge, and of its companions in the Imperial Observatory at Pulkova, in Russia, which have hitherto been unrivalled. This will make Chicago the look-out of the world. When we wish to take a peep behind the curtain which limits the ken of the Old World, we shall take a trip to the Garden City. Friend Wells, what are the outside neighbors of Sirius doing now-a-days? We ask for light!—Ohio Ed. Monthly.

MAINE.—The last session of the Legislature made provision for the establishing of two Normal Schools, one in the eastern, and one in the western part of the State. The Legislature preface their act by the following significant preamble:

"Whereas, the interests of public education are suffering by reason of incompetent teachers, and Whereas, normal schools have proved in other States a very efficient means of furnishing teachers better qualified for their work," Therefore, be it enacted, &c.

It is to be hoped that Indiana's Legislature will soon see things from the same stand-point, and in the same light.

RHODE ISLAND TEACHERS ON AN EXCURSION:—Recently Three Hundred Teachers of Rhode Island made an excursion down to Cambridge

Mass., to see the great Museum and Professor Agassiz. This was doubttess a pleasant trip to the teachers, and a deserved compliment to the great savant.

DIOTIONARIES IN ENGLAND.—The New York Tribune of April 4th has the following paragraph: "At the Trade salesroom, yesterday aftermoon, Mr. Augustus Flagg, of the firm of Little, Brown & Co., Boston, in conversation with Mr. Merriam, the enterprising publisher of Webster's Dictionary, remarked that, when he was in London, a respectable-looking Englishman came to him, with astenishment depicted in his face, and said: "Pardon me, sir, I understand you are an American." "I am, sir," was the reply. "I am surprised to hear you say so, because you speak the English language as well as we do." "We speak it infinitely better than you do," was the reply, "and I will bet you five pounds that if you will cross the street with me to the bookstore opposite, you will find the book-merchant sells more copies of Webster's American Dictionary than of any English dictionary in the market." "Indeed!" exclaimed Mr. Bull. "Yes, sir, we have published a dictionary in America, which will teach you how to use the English language."

OLLAPODRIDA.

The following philosophical question is recommended to thinkers generally: What would be the consequence if an irresistible body should meet an immovable body?—W.

What famous Latin quotation did the hungry and sarcastic lady-boarder give by way of reproof to the gentleman opposite, who ate his second, and the last piece of pie on the table? "Et tu Brute!"—W.

Physics and Metaphysics on Matter and Mind-

Physics to Metaphysics, what is Mind?
Answer, Metaphysics,—No matter.
Metaphysics to Physics, what is matter?
Ans., Physics,—Never mind.

GENIUS AND LABOR.—Alexander Hamilton once said to a friend:—
"Men give me some credit for genius. All the genius that I have lies
just in this: When I have a subject in hand I study it profoundly. Day
and night it is before me. I explore it in all its bearings. My mind
becomes pervaded with it. Then the effort which I make the people are
pleased to call the fruit of genius. It is the fruit of labor and thought."

A SERTMENT WORTHY OF ITS AUTHOR.—The noble Mary Lyons, founder of Mount Holyoke Seminary, Mass., uttered and seemed to be

governed by the following sentiment: "Nothing in all the universe do I fear so much as that I shall not know and do my whole duty." This sentiment is now graven upon her tomb-stone. Though dead, she yet speaketh.

EYES BLACK AND BLUE.

- "Black eyes most dazzling in a hall;
 Blue eyes most please at evening-fall;
 The black a conquest soonest gain;
 The blue a conquest most retain.
- "The black bespeak a lively heart, Whose soft emotions soon depart; The blue a steadier flame betray, That burns and lives beyond a day;
- "The black may features best disclose; In blue may feelings all repose; Then let each reign without control, The Black all MIND—the Blue all SOUL."

-Anonymous.

BOOK TABLE.

M'GUPPEY'S READERS; published by W. B. SMITH & Co., Cincinnati.

Per favor of Geo. H. Grant, a copy of these books has been placed in our hands. It would seem that these books are too well known in Indiama to need a notice;—but by a prevailing editorial courtesy, all books forwarded to an editor's table are entitled to at least a public recognition. Without attempting to say with positiveness that these are or are not the best books extant, a favorite mode of many book noticers, we feel safe in saving, from long acquaintance and use of these books, that they possess marked characteristics of excellence. Of these we notice:

- 1. Their symmetrical gradation, one book closing apparently but a leaf lower in grade than the opening of the next.
- 2. The literature of Nos. 5 and 6—these containing some of the finest pieces in our language.
- 3. The moral tene of many of the pieces, indeed, a majority of all the pieces of all the books. This element in a reading-book for the young, can hardly be too highly estimated. For specific facts as to cost, number and size of volumes, the reader is referred to advertisement in this No. of the Journal.

FIRST LESSONS IN BOTANY AND VEGETABLE PHYSIOLOGY, with the MANUAL OF THE BOTANY OF THE UNITED STATES, etc., (third revised edition) by Asa Gray, Fisher Professor of Natural History in Harvard University, with illustrations and plates, by Isaac Sprague. New York, Iveson, Phinney & Co.; Chicago, S. C. Griggs & Co. 1862.

A most judicious combination of the two most valuable educational works on the subject of botany at our command. Prof. Gray's works need no commendation, as far as scientific accuracy is concerned; in this respect their pre-eminence is recognized by all. But to the teacher this volume (like the rest of Prof. Gray's works) is particularly welcome, on account of its natural and logical arrangement, its simple, beautiful, inspiring language, its clear and life-like illustrations. Indeed, the excellencies of this book are so manifold, that we can notice only a few of the most prominent ones. In the first place, its style-complete but never overcharged, vigorous but never rigid, technical without becoming unintelligible, accurate without becoming abstruse-arouses in the learner an irresistible desire for independent personal observation and study of the living plant, and the gratification of this desire is rendered easy by the "Manual of Botany" bound into the volume. Again, in studying the various parts of plants, the relations which those parts hold to the whole plants are kept constantly in view, just as in the work, as a whole, the relations which the vegetable kingdom holds to the animal and mineral kingdoms are ever held before the mind. This not only ennobles the study of botany, but it also leads the pupil naturally to the study of animals and minerals, and of physics and chemistry. The work, indeed, fully accomplishes its object as a truly educational work. Unlike other text-books on botany, it does not merely cram the memory, but developes the whole mind and the whole soul of the learner. This is accomplished principally by prominent and obvious inductions, constant and intelligible illustrations of the law of cause and effect, by relieving the numberless evidences of purpose in every detail of the plant's structure and life, proving the wisdom and goodness of the Creator. author is evidently not a mere botanist, but also a true teacher. Last, but not least, technical terms are translated and explained, and no questions added to the foot of each page. Says Prof. Gray in his preface, "To append a set of questions to the foot of each page, though not unusual in school books, seems like a reflection upon the competency or the faithfulness of teachers, who surely ought to have mastered the lesson before they undertake to teach it, nor ought facilities to be afforded for teaching, any more than learning, lessons by rote." Would that all writers of school-books were blessed with the same good sense and delicacy!

We are also gratified to notice that Prof. Gray has a prospect of soon giving us as complete a manual on the Flowerless as he has given on the Flowering Plants, and we sincerely trust that their consideration will form a part, also, of his next edition of "First Lessons in Botany." Indeed, we see no plausible reasons why they should not find a place even in that other educational masterpiece of Prof. Gray's, "How Plants

Grow," although it is intended for less advanced pupils. Certainly the pen of Prof. Gray and the pencil of Mr. Isaac Sprague, can overcome all the defficulties which their study presents. The writer of this notice has, in teaching botany, on some occasions attempted to teach the Flowerless Plants in oral lessons, illustrating with prepared specimens and blackboard drawings, and found not only that their structure and life were as fully comprehended, but also that they arouse fully as much interest and independent study as the structure and life of the Flowering plants. How much greater the success which would attend the efforts of Prof. Gray and Mr. Isaac Sprague!

THE MUSICAL MIRROR: A New Volume of Elementary Instruction in Vocal Music. By S. B. Phipps. Boston: O. Ditson & Co.

The elementary exercises and explanations are very full, the music adapted to both sacred and secular words, the type and notes large, chear and easily read. The work seems well adapted to singing classes and schools.

Publisher's Notes.

THE STAR OF THE WEST, a new Music Book for Schools and Acad emies, by J. A. BYTTERFIELD, has been laid on our table by the Publishers, Parsons, Adams & Co. Will be noticed next month.

ATLANTIC MONTHLY. The June No. of this excellent Magazine contains such a list of contents as will insure an interested reading. The July No. commences the twelfth volume, and will contain articles by Hawthorne, Holmes, Agassiz, Robt. Dale Owen, Gail Hamilton, etc. We will give prospectus in our July No.

Subscriptions for the year \$3.00. Atlantic and School Journal, \$3.50.

TEACHERS' PIC NIC.—The Teachers of Marion and Wayne Counties will meet at Knightstown Springs on Saturday, June 13th, for the purpose of having a grand Union Pic Nic. Arrangements have been made for half fare on the Ind. Central Railroad. Teachers and other friends of education are invited to participate. A good time is expected.

ERRATUM.—In the May No. I an error occurred in the Department of Public Instruction. In the answer to question No. 17, read—"One is an employment in the nature of a public office; the other is an employment not in the nature of a public office, and hence does not disqualify" an Examiner from teaching in a common school.

Fifteen per cent. off to Teachers on School Books at Merrill & Co's.

OCEREVATIONS.—We had the pleasure recently of meeting a large number of the teachers of Parke County in their Association at Bloomingdale. The Association is flourishing—well attended—well conducted. The Examiner, E. F. Hadley, is the efficient superintendent, and by his energy and zeal in the cause of popular education, is doing good to his fellow teachers and his country. An earnest and faithful corps of instructors, give interest and life to the exercises of the Association. The good order and harmony which prevailed, and the single purpose to improve in all that is useful and good, manifested by all present, impressed us with very favorable views of the character of the schools and society of Gov. Wright's "Garden County." A fair number of fair lady-teachers was present, and participated in all the exercises with becoming modest earnestness.

Before adjourning the claims of the School Journal were happily presented by Mr. Mendenhall, a real man, and subscriptions invited. The result was a list of sixteen subscribers, embracing nearly all present who were not already taking the Journal. That's the kind of Association!

We learned from its friends that the school at Bloomingdale continues prosperous, and the teachers weary not in well-doing.

To Examiner Hadley, B. C. Hobbs, M. C. Mendenhall, S. L. Roberts, Trustee Rogers, and many others, we are indebted for kind personal attentions. They have our best wishes.

Mr. Hadley claims that the statement in the May No., that the Trustees' convention in Hendricks Co. was probably the first of its kind in the State, was a mistake, as he has held at least one trustees' meeting for a similar purpose. At Terre Haute we met the Ex-Examiner and excellent man, W. K. Edwards, who also indicted the Journal on the same account, he having held three or four such meetings during last year.

Well, gentlemen, the fault is yours. Do not forget to communicate to the Journal all such events this year.

The N. W. C. University Buildings have been tendered to the Marion County Normal School, which opens July 20th.

A graduate of a good eastern college, who has had two years successful experience in Indiana, wishes to obtain a position to teach in a High School or College. Good reference given,

Address Editor School Journal.

A Lady Teacher of several years' successful experience in the schools of central New York, wishes a situation in a Union or High School, public or private, in city or town. Good references given. Address Indiana School Journal.

See announcements of the Bartholomew and Wayne Normal Schools, and also new advertisement, cards, etc., in this number.

THE

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G. W. HOSS, A. M., EDITOR.

VOL. VIII.

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NO. 7

PENMANSHIP.

BY JAMES W. LUSK.*

Several cuts, designed to illustrate the essential movements in writing, are omitted in this article, which will be devoted mainly to the forms of the capital letters. The reader will observe in the accompanying illustrations two styles of shading; and it may be proper to remark in this place that shading has nothing to do with the form of letters, but is employed by the chirographic artist as an element of beauty. It cannot be doubted, however, that when this element is properly applied, it exerts a charming influence upon the mind of the learner and inspires him with more lively zeal in his efforts to acquire a practical knowledge of the forms of letters.

Two essential movements are required in forming the capitals. first is in the direction of the capital O, and the second in the opposite direction in the reversed oval. These two movements combined (see plate XIII.) form the Capital Stem, thus giving us the three Capital Principles. By a careful analysis of the standard capitals it will be seen that these two movements are the only ones required in perfecting their forms. Several varieties of each letter may be produced, some of which require the straight line. The learner should practice these two movements upon loose paper at intervals throughout the course of instruction in writing, until he can produce them with regularity and with the hand and pen in correct position. Frequent and continued practice upon the capital stem, embodying, as it does, parts of the first two movements, will prove most serviceable in learning to write. Careful drill upon these three principles will also tend to effect a radical change for the better in the style of the small letters. Great care should be exercised to give each line and principle its full quantity of curvature as well as its proper slant. pupil should practice each principle separately through several pages, until its form and position are understood; slowly at first, and afterward more and more rapidly, until he acquires the ability to make, correctly,

^{*}Associate author of the Spencerian System of Penmanship.

from sixty to one hundred per minute. After the teacher has clearly explained a principal or letter to the school, it sometimes exerts a good influence upon their penmanship, to incite a spirit of rivalry among them in regard to rapidity of movement as well as to the correct formation of letters. Give them three, five, ten, or fifteen minutes of time to practice upon any given form. When the time expires, give a signal to stop writing and commence counting (mentally) the characters which have been made. An exercise of this kind is very exciting to the pupils, but the teacher should command perfect attention and order throughout the lesson. As soon as a pupil finishes counting, he should be "in order," and when all have completed the work, the teacher can ascertain who has made the largest number of letters, and who the least number, etc. Due allowance and credit must be made for correct form, otherwise the exercise in one of scribbling. Correct positions should also be considered as a feature of merit in this kind of drill.

This kind of discipline, when accompanied by proper instruction, has proved most efficient in correcting erroneous forms, cramped positions and confined movements, and in producing excellent permen. In penmanship two things are absolutely essential—Form and Motion—and it should be borne in mind that he is the most successful teacher who can, in the shortest space of time, impart to his pupils a thorough and practical

knowledge of these features.

With these general hints and suggestions we will proceed to the explanation of special forms. It will be noticed that the letters are grouped according to their similarity in form, instead of in alphabetical order. The Principles are arranged in these cuts in convenient order for explanation,

and as they should be practised by the learner.

Of course teachers will not fail to instruct their pupils as to the proper use to be made of capitals in writing poetry, sentences in prose, proper names, etc. An indiscriminate use of capitals is a fault quite too common, and surpassed only by their omission from places where they properly belong.



Plate VIII. embraces the capital O, sometimes called the $Direct\ Oval$. It may be denominated the Sixth Principle, or the first movement in forming the capitals. To form this principle, the pen moves downward on its left and upward on its right side. The relative length of the capitals and their parts as compared with each other and with the small o, and the short letters generally, may be determined by means of the scale upon the left end of the plate.

This principle, as will be observed in the diagram, is curved equally upon its left and right sides, its width being two-thirds its length. Either

the first or last curve may be shaded. The arrow in the oval directs attention to the equal curvature of its sides, and the one above to the slant or elevation of the principle, which is 52°. The second capital O is about one-half the length of the first one, and indicates the size of the principle as found in the finish of the letters in Plate 1x.



The first line in the capital C may be either a single concave curve or a compound curved line, as suits the taste of the writer. The letter is looped to its middle and terminated with a capital O, which is half the length of the letter. The common error of making the letter too pointed at the bottom should be avoided.

The first part of capital H is the small y standing upon the ruled line; it should not extend upward more than two thirds the length of the letter. The right half of the H is the capital C. The loops in H may be nearly

equal in size.

The capital E is formed entirely of the Sixth Principle, or O. By the diagram it will be seen that the upper part of the letter is one half the length of the lower part, and that the small loop connecting the two ovals is to the left of the dotted line through the center of the two ovals, describing the slant of the letter. If this loop be extended too far to the right, the lower oval will be thrown out of position, flattened upon its lett side and made too pointed at its base. The right half of X is the capital C divested of its initial curve. The stem of the D is about two-thirds the length of the larger oval and connected to it by a small loop upon the ruled line nearly in a horizontal position. The base of the smaller oval extends downward to the top of the first space in the scale and is nearly three-fourths the length of the letter. The finish of the capital M is the same as in the X.



The SEVENTH PRINCIPLE in Plate x., is sometimes called the reversed or looped oval. The top of the second oval occupies a lower position on the scale than the first one, as indicated by the figure 5, and the line extending outward to the right from the top of the oval. In forming the first curved line the pen should move upward and gradually to the left of the starting point, instead of to the right, as beginners usually do. The teacher

should illustrate the manner of making these curves and looping one to the other. When this principle is applied to M, N and Z, the second downward stroke is straight about two-thirds of its length, and slanted 52° . The dotted line indicates the gradation of the four upper turns in the letter M.

The Z is formed of the SEVENTH PRINCIPLE above the line, and the loop of this principle below the line. The "tie" which joins the loop to the principle should stand upon the ruled line and slant the same as the two larger loops. Either style of shading can be employed.



The Seventh Principle is modified only in the lower half of the finishing stroke, when it is applied in forming Q, W, X, by being brought toward

a horizontal position upon a slant of about 45°.

The loop at the bottom of Q should be parallel with the ruled line. A line drawn on a slant of about 45° should cut both the upper and lower loops through the center. The Q and the figure 2 are made alike in form. If the shaded stroke in the first W be slanted 45°, and the next downward stroke at an angle of 55°, a wide base will be formed, giving to the letter a graceful appearance. The line which joins these two strokes should not lean to the right farther than 46°, otherwise the letter will present a toppling appearance. The left half of X and W may be formed alike, then the parts of the X will join at their middle, forming the capital stem curve between the two oval principles.



The termination of the Seventh Principle, in Plate xxx, bends slightly to the right, the standard stroke being shaded neatly and slanted 52°. The long s joined to the principle on the right, forms a practical and beautiful Y. The loop of the s may extend the length of the principle above the ruled line, and even one space higher. The base of the seventh principle in the second style of Y, stands one space, or the length of small o, above the rule or line of writing. This letter is finished with the capital stem, Eighth Principle. The third style of Y is sometimes convenient for use;—it is finished like the small q. The finishing dot in V and the last down stroke in U may extend three spaces above the ruled line, or three-fourths the length of the letters.



The Capital Stem (which, for convenience, may be called the Eighth Principle) is a double curve made upon the proper slant of letters. It is usually made with a downward motion, and has equal curvature above and below the middle. It has two terminations, the dot or bulb, and the oval. The oval termination induces freer motion of the hand and arm, and imparts to the learner a more rapid and finished style of writing. When the stem is shaded, it should be mostly below the middle, done smoothly, and on the regular curve.

This principle results from a combination of parts of the sixth and seventh principles, the parts involved being marked with short dashes across the curves. The dotted lines show the termination of one principle and the beginning of another. Careful study of this simple diagram will aid the teacher in explaining the capitals and in correcting erroneous

orms.

It forms a prominent part of the letters in Plates xxv., xv. and xvi.



The A is in part defined by its finishing tie or loop about the height of small o above the ruled line. The N also combines the capital stem and the oblique downward stroke, with a convex curve terminated about half the height of the letter above the ruled line. A dot may be added or omitted in finishing the N, according to the taste of the writer. To the terminating curve in N is added the principal part of C in forming M. The T and F may be made alike, except the short stroke on the right of the stem which gives the F its character. The loop of the I is formed of the curves in the seventh principle. Make the loop small and nearly round, and draw the stem through its center. The loop of the I and J should be at least the length of small o above the ruled line. The only reliable distinction between the I and J is in the J extending about onehalf its length below the line of writing. As the capital I is a representative letter, every person should aim to give it a form of which he will not be ashamed. In correspondence this capital is, probably, more frequently used than any other one. In forming the style of T presented in this plate, the upper part of the stem and the curved cap above it should be nearly parallel to each other.



The style of H given in plate xv. may be finished the same as the capital A. The capitals H and K begin with an upward concave curve, connecting with the capital stem at its top. The small tie or loop in the finish of K should connect with the stem a little above the middle, and point upward and to the left. The O looped up about one-half its width and extending downward nearly three-fourths the length of the letter, forms the upper and left part of G. The capital stem in this letter should extend upward one half the length of the G part, the finishing dot or line terminating inside and near the lower part of the G, as in the plate. Other styles of this letter may be given; this one will be profitable for practice.

The capital S and L combine the upward concave-curved line with the shaded stem. They are looped one-half their length, and shaded below the loop. The capital stem may be curved more in these two letters than in any others. Let the concave curved line be carried sufficiently upright, and the stem shaded upon the lower curve and on the proper slant. The abrupt curve in the stem of these letters will be observed in the writing of

rapid penman. Shading can be omitted at first, if preferred.

Diagrams intended to illustrate the position of the different curves, ovals, loops, etc., in the letters in Plate xvi. cannot be introduced here for want of room; hence but few explanations concerning these letters will be given. One feature should be observed, and that is the rotundity of the curved lines which are thrown about the capital stem to form these letters. Give



them their full degree of curvature and their proper position, and the letters will assume graceful form. The small tie or loop on the right side of the first B and the letter R should touch the stem and point upward toward the left.

Shading, when employed upon the capitals, should be heaviest at the middle of the oval curves and taper alike each way from that point. The thickest shade in the capitals may be from three to four times as wide as the hair lines.

THEORY AND PRACTICE OF A SYSTEM OF OBJECT TEACHING.

BY W. N. HAILMAN.

(Teachers are earnestly requested to send suggestions, questions and results of experience to the author, or to the editor of the School Journal.)

I.

The system of Object Teaching is based on the fact that we learn by observation; that the knowledge of the most trifling empyrical fact, as well as of the greatest truth can reach our mind only, either directly through the senses, or indirectly with the assistance of imagination—that great kaleidoscope of past experiences. The term object teaching is however not comprehensive enough, and the system should really be called the natural method of teaching; yet a change of names would produce confusion, and we shall therefore adhere to the name already so generally adopted.

In order to use the system of object teaching successfully we should have a clear and distinct understanding of the manner in which we obtain ideas; we should fully appreciate the successive steps of the mind in gaining ideas, and guide the child accordingly. The human mind first perceives the impressions made upon it by external objects through the various inlets of the soul, the senses, and forms them into clear and distinct ideas—it observes facts; it then compares these ideas and classifies them, and unites them into more general, simpler ideas—in other words, it observes the previously formed ideas collectively. The former process is termed perception, the latter reflection, and accordingly we sometimes speak of perceptive and reflective faculties. There is evidently no intrinsic subjective difference between the two faculties or sets of facultiesthe difference is entirely an objective one: perceptive and reflective faculties are the same faculties exercised upon different objects, observing in the one case external facts, and in the other, ideas, the results of previous operation of the mind-internal facts.

It is therefore of primary importance to educate the senses and the mind so as to enable the child to change into distinct consciousness, to form into clear ideas the vague and confused impressions made on his senses by external objects; to educate the senses and and the mind so that the latter may always understand and direct the former. And this should be done slowly, gradually progressing from the more familiar, the nearer, the simpler, to the remoter, more complicated objects, constant care being taken to let perception precede comparison and generalization.

We shall consider the materials at the teacher's command in five parts, as follows:

Part I. MISCELLANEOUS OBJECTS (including arts and manufactures).

Part II. ANIMALS.

Part III. PLANTS.

Part IV. MINERALS AND METALS.

Part V. PHENOMENA (physical and chemical).

Of course we do not expect to give the teacher full information concerning these subjects; we do not intend, for instance, to write a book on zoology, botany, etc., but rather would merely instruct the teacher how to handle these subjects in such a manner as to accomplish the greatest possible good in developing the mental powers of the child.

PART I.

MISCELLANEOUS OBJECTS.

In the oral lessons on miscellaneous objects, as well as in all other oral lessons, the teacher must constantly keep in mind that his purpose is two-fold, that the pupils are to be taught not only how to form ideas, but also how to express them. That both these objects are equally important is evident from the fact that the expression of the idea is the only criterion we can have of the correctness of the idea; that, practically at least, an idea is never well formed until it is well expressed—and vice versa. While therefore we develop the perceptive and reflective powers of the child, and train his memory, his imagination, and his attention, we should constantly and untiringly require correct and distinct pronunciation, correct emphasis, conciseness, elegance and beauty of expression and arrangement.

In the various objects, we consider principally the following facts, though not always in the order given: 1, Name; 2, Place; 3, 2 ouch, Sound, Odor, Taste; 4, Color; 5, Shape; 6, Size; 7, General Qualities; 8, Materials, uses, etc. This does not mean that objects are to be taken up in a certain order, and each completely studied with regard to all these points, in one lesson, or in a series of lessons; since the pupils entering the school are not prepared for such a course. The same objects are to be taken up

repeatedly, and each studied as far only as the pupils' development at the time will permit.

For the sake of convenience we shall subdivide the work of the teacher into ten periods, corresponding to the ten grades, so ably proposed by W. H. Wells, in his valuable volume, entitled "Graded Schools."

FIRST PERIOD (Tenth Grade.)

In the first exercises the teacher's principal aim should be to gain the pupils' affection and confidence, so as to make the transition from home to school discipline as easy as possible; indeed the child should be taught to look upon that transition as rather a pleasant one. Still the teacher should not go too far in this and make school duties all play. The children must feel that there is a transition, an actual change, and a change too from mere amusement to a real duty, but that duty agreeable; they must feel that they have begun to work, but the work must be made interesting—they must be taught to like their work. It must be clothed attractively, so that they will approach it with cheerful hearts and willing minds.

At first the teacher gains the confidence of the children by making their acquaintance in a kind, friendly manner. Let him rise and approach the children with a smiling, open face; let all his words and gestures tell them that he is a kind friend. He asks their names, perhaps, then repeats them, to find if he remembers, and intentionally makes some mistakes, calls a girl by a boy's name, and lets the amused pupils, who feel nearer to him for the pleasure they have had in discovering the mistake, correct it, and give the reason for the correction.

He then takes a rapid glance at the room and asks the pupils to name the things in the room. They mention every thing they see, in the wildest confusion. The teacher listens patiently for a few seconds, then kindly bids them stop and tells them to begin at a certain part of the room, and speak one at a time; and, when all the objects have been mentioned, each child naming two or three in turn, the teacher pointing at the objects, he lets the whole class name in chorus the objects at which one of the brighter pupils points. He will find that this exercise has established him in their confidence fully and permanently, since the children readily appreciate the better success they have had under his guidance; and he VOL. VIII.—20.

is now fully prepared to keep in view, in the subsequent exercises. the principal ends to be attained—the training of the senses, the cultivation of habits of observation, the development of the perceptive faculties, and the use of correct language.*

The children are now called upon to mention a certain number (six, ten, twelve) in the

Parlor, bedroom, dining room, kitchen, attic, cellar, woodhouse. stable, barn, etc.

In the street, river, woods, field, meadow, garden, pond, creek. orchard, city, village, etc.

In the shop of the carpenter, blacksmith, milliner, tailor, shoe-maker, joiner, saddler, jeweler, etc.

Again they are asked to mention a certain number (three, four. five) objects made of leather, wool, cotton, silk, linen, velvet, wool, paper, iron, tin, brass, steel, lead, stone, glass, china, bricks, etc.

In the answers constant attention is to be paid to the pronunciation of words, distinct and correct articulation being one of the first requisites of correct language; yet this should not be carried to such an extent as to make it irksome to the pupils. The child can attain perfection only gradually: it should therefore be taught to make a constant and conscious, but gradual effort to articulate correctly, and the teacher should encourage, but not drive. Indeed, the child needs no driving, it will work cheerfully and zealously with the teacher who has learnt the art of working with the child.

The child should also be taught to answer in full, simple sentences, and to express the same idea in various ways. The latter object is most readily accomplished by teaching the pupils to frame their answers according to the questions. The teacher asks: What do you see in this room? What do we find, what can you discover, what can you perceive, what can you name, in this room? etc.; and the children will answer accordingly: we see, find, can discover, etc., in this room such objects.

After a number of similar exercises, the teacher may proceed to the consideration of some single objects in lessons alternating with the former. This alternating is essential at first, since no class of exercises should be commenced or discontinued abruptly, but one class of exercises should gradually merge into another. In these lessons on single objects, we should be especially careful not

^{*} W. II. Wells, "Graded Schools."

to overestimate the child's powers. We must neither overcharge the child's mind, nor force its development; we must simply encourage with unvarying kindness, its natural growth. For young minds will bear no forcing, and minds that have been forced in their development are like hot-house plants—insipid, bloated, feeble.

The teacher has done a great deal, in this grade, if he has well developed and fastened the following ideas: White, black, gray, green, blue, yellow, red, purple, brown, drab; surface, edge, corner, angle, line; straight, curved, wavy, spiral; in, around, beside, over, under, above, below, on, at, beyond, before, behind, right, left; large, small, long, short, broad, narrow, thick, thin, deep, shallow, tall, low, and perhaps their degrees of comparison; heavy, light, heavier, lighter, as heavy as, as light as. These and perhaps some kindred simple ideas are fully sufficient for this period. We shall, by a series of examples, attempt to show how these ideas may be developed and fastened in lessons from five to eight minutes long.

ETYMOLOGY—NO. V.



BY R. M. CHAPMAN.

VERBS-1.

The verb is the chief of the parts of speech. Its importance is indicated in its name, which is derived from the Latin verbum, the word.

The superiority of the verb consists in that it is the word which predicates. While no assemblage of words, from which the verb is left out, can make a complete sense, such a sense may be made when the verb is the only significant word: thus, It rains.

Here the whole sense is on "rains," "it" being only a form word, meaning nothing, standing for nothing, and used only in compliance with that custom of the language which gives a subject to every finite verb not in the imperative mood.

The verb itself is sometimes only a form word, but then it effects the predication. In the sentence, "The earth is round," "earth" and "round," are the significant words, and contain the whole sense, but their combination is ineffectual until the verb is added.

The verb (is &c.) is in such cases sometimes called the *copula*, because it joins the predicate to the subject; but it will in general be found better to say that it is the *predicating* word—that is, the word which makes the affirmation.

The English verb partakes of that extreme simplicity which characterizes the language in every part. The multitudinous forms which the Latin verb assumes under the names of voice, mood, tense, number and person are with a very few exceptions wanting to the English.

We are, however, able to express the same modifications of the action, but in a different manner. This is done chiefly by means of auxiliary verbs, which are joined to certain parts of the principal verb. Though these composite forms supply the place of inflection it does not follow that they must take the names of the things of which they are the substitutes.

But we shall have more to say of this hereafter. For the present we would impress upon our readers the importance of analyzing every composite form of the verb and carefully considering the part and signication of each of the component members, and the same exercise they should require of their scholars.

There are three parts of the verb which are joined with auxiliaries, the infinitive and present and past participles. The infinitive takes do, shall, will, may, can and must. We shall have to give an entire paper to the discussion of these combinations, and so will say nothing more of them here.

The present participle (in ing) takes be, and the past (in ed) takes both be and have. Be in this use is only a form word making the predication of which the participle by itself is incapable. As a whole system of moods, tenses, &c., is exhibited in these combinations, they are properly termed conjugations; and since the same auxiliary is employed in both, it is evident that the conjugations To be loving and To be loved take their signification from the participle respectively. Loving has always an active signification, and therefore the conjugation formed with it is active. But it is better to retain the denomination of Active Conjugation for the simple form of the verb (To Love). If we compare I am loving with I love, it appears that, while the latter expresses a customary action not confined to the present time, the former is definite as to time and implies that the action is doing now and now only. We therefore prefer for it the term Definite Conjugation.

Leved is, in itself, only passive, and therefore the conjugation formed with it is passive, and so we call it the Passive Conjugation.

The transitive verb therefore has three conjugations-

- 1, the Active To Love;
- 2, the Definite To be loving;
- 3, the Passive To be loved.

When have is joined with loved the significance of the participle is changed from passive to active, and this form becomes the perfect tense of the active conjugation.

We may presume that formerly the expression "I have written a letter" was said in this wise, "I have a letter written," in which "written" is passive; but inasmuch as this form is indefinite as to the writer of the letter, the order of the words was changed, and "written came to express the action of the subject. But even now the second form of the sentence is some times used. If your tailor promises you your new suit on a certain day, he does not say "I will have done them on Friday," but "I will have them done on Friday."

Of course it is not necessary to make two participles in ed, the one passive and the other active. It is enough to call the learner's attention to this change of signication, and that should be diligently done.

MUSIC.

BY J. A. BUTTERFIELD.*

How this word conjures up to the mind visions of happiness—of, perhaps, social gatherings, where the voice and the piano have been the medium—of the serenade, where a few instruments and voices have awakened you in the still hour of night, to listen to the delights of song—to the warbling of the feathered songsters, whose joyous carol has made you almost envy such happiness:—to the anthem of the church, where hundreds of voices unite in one grand song of praise to Him who gave us this beautiful means of worship; or it may be to the school room, where children's happy songs have caused you for a time to forget the cares and troubles of life. Wherever it may be, or in whatever form it has im-

^{*} Author of the "Star of the West."

pressed you, at some period of your existence, you have acknowledged the power, and refining influence of music.

Music when performed is the means of the highest intellectual enjoyment. When studied as a science, it is as good a discipline for the mind as mathemetics. As the means of promoting health, and destroying the great scourge of the American people—consumption, it is a better antidote than all medicines, for it is seldom that a singer is troubled with lung disease in any form. As a means of recreation in our common schools, it is fast becoming popular, and the day is not far distant, when music as a study will be placed by the side of Arithmetic and Geography. A half hour each day devoted to this delightful study is abundantly repaid in the happy faces, healthy appearance and regular attendance of the pupils.

Teachers, encourage the study and practice of music. Endeavor to teach your pupils something of the science of reading music. Although at first you may feel incompetent to the task, a little study, if you are at all musical, will enable you to become familiar with the first principles at least. In many of the high schools, music teachers are employed for this branch of study, as it is considered an indispensable appendage to a young lady's education. In the district schools, however, the case is different: there are not the means to procure a teacher of music, and what knowledge is obtained in this study must be through the regular teacher. To all who superintend the education of young ladies we would offer one suggestion: There can be no doubt that the practice of part-singing would be far more healthy in both a mental and physical sense, than the exclusive, and often excessive sedentary practice required to make an accomplished piano-forte player of the modern school. Vocal music, even when regarded solely as a part of physical training, is worthy of far more attention than it now receives. Parents, encourage your children in this delightful accomplishment. As the means of an intellectual pastime, to keep them from worse amusements, be sure they learn to sing. Finally, to praise Him acceptably who has created us with such heavenly gifts, do not neglect any good opportunity of teaching your children to sing.

Indianapolis.

It is very singular that we recognize all the bodily defects that unfit a man for military service, and all the intellectual ones that limit his range of thought, but always talk to him as if all his moral powers were perfect.—Holmes.

Primary Teaching.

(b)

ANNA P. BROWN, EDITRESS.

DRAWING IN PRIMARY SCHOOLS.

The question is frequently asked and as frequently unanswered, why is drawing entirely omitted in our common schools? It cannot be for lack of energy in our teachers, for they advance in other departments; it cannot be a want of interest on the part of the scholars as there is nothing that can be introduced into all the grades of our schools that awakens such a deep interest; but it may be in the early education of the teachers; they may feel a timidity in introducing that in their schools of which they know but little. By this neglect the scholar of today is under the same disadvantage as the teacher of twenty years ago. This should not be. I would encourage every teacher to make the effort to devote a part of each day, both in her school and at home, to sketch ing pictures of easy outline, that may be around her. With a little expenditure, cards may be obtained from which a pleasant recreation is furnished. Select an easy card, as a gate, or pair of bars, practice upon it until it can be easily reproduced without the card, then in your school room draw the same upon the black-board for the imitation of the young scholars. This will require much practice at first and must be done slowly and carefully. Select objects of form and interest, and never place them upon parallel lines nor keep them at work until they are discouraged and disgusted. They will draw with more ease and greater interest, that which pleases the eye. For the primary schools a lesson of two, or three objects will be sufficient for a week, and objects should be called for to be drawn from memory and frequently repeated. You send a scholar to the board asking him to draw what is before him. He draws, makes a very crooked and unsymmetrical picture, but looks pleased as though he had accomplished just what you desired. Do not express one look of displeasure at his efforts but encourage him by questions like these-"You have done have you?" "What have you made?" Ans. "gate." "How many posts in the gate?" Ans. "two." "What is the direction of each?" And here let me say they should already be familiar with the terms perpendicular, horizontal, &c. He answers you perhaps correctly but most likely incorrectly as to direction, then holding a rule by the would be perpendicular line, ask him what is wrong? He will tell you readily and knows where to correct. Try again we say. and thus continue encouraging every effort at imitation, no matter how feeble. The teacher should not be too exacting at first, but must insist upon nestness. By daily practice the young scholar soon acquires a good idea of distance, form and proportion. Where a warm interest is manifest, and habits of exactness are formed, drawing on paper may be substituted for the slate.

I have dwelt exclusively on drawing in the primary schools because many teachers may think it should be introduced only in the higher grades; but my last year's experience has clearly demonstrated the advantages of regular lessons in picture making, for the little ones. I have used it as a reward for a well studied lesson, so exceedingly fond are they of trying to draw.

A word to those teachers who may feel themselves but poorly qualified to conduct an exercise of this kind. In this department different from most others, a few lessons or one lesson aids much, remaining as long as memory remains, while in the study of Algebra one lesson could do nothing toward teaching it. Some of the teachers of Richmond Public Schools have devoted two hours each week to regular drawing lessons besides finding time to sketch at home. Can not others do the same? We admire the Athenian system of education, but as we admire let us imitate. Education at Athens was usually divided into four departments: gymnastics, letters, music, and drawing. Of these four we scarcely recognize any but the second, the first is becoming more popular, whereas the Greeks gave a special prominence to those we leave out.

Fortunately the current of popular feeling and of educational effort is now setting in the right direction.

Anna E. Johnson.

RICHMOND, IND., June 1863.

Mr. Editor: Will you have the kindness to publish the following Rules for Teaching Do they not include every thing necessary to make the successful teacher? Mr. Hill, the Superintendent of Public Instruction in England, had published in a circular a statement, that the principles of teaching were now so well understood that further instruction upon the subject seemed unnecessary. A gentleman in New York wrote to him, asking him to present those principles in the simplest form possible. They are given below, as he presented them:

- (1.) Never attempt to teach what you do not perfectly understand-
- (2.) Never tell a child what you can make that child tell you.
- (3.) Never give a piece of information unless you call for it again.
- (4.) Never use a hard word where an easy one will answer.
- (5.) Never make a rule that you do not rigidly enforce.
- (6) Never give an unnecessary command.
- (7.) Never permit a child to remain in the class without something to do.

Comment is unnecessary. These seven rules are the embodiment of the theory of teaching. Let them be engraven upon the memory of every teacher. Respectfully, G. P. B.

Examiners' Department.

QUESTIONS FOR TEACHERS. .

- 1. What is Spelling?
- 2. What is a Letter?
- 3. How many Syllables in any Word?
- 4. What is Language?
- 1. What is Reading?
- 2. What is Cadence?
- 3. When should a Rhetorical pause be used?
- 4. What is a Series?
- 1. Why do you commence at the right hand to add?
- 2. What is the interest of £27 9s 3d for 1 year, 7 mos. and 13 ds. at 7 ½ per cent in Federal money?
- 3. If the interest for 6 years at 5 per cent. on three notes is \$92, what is the face of each note provided their values are to each other as 1-2, 2-3, 3-4?
- 4. Required the side of a cubical box which contains three times as many solid feet as one whose side is five feet.
 - 1. Why is the earth in shape called a Spheroid?
 - 2. What is the cause of the change of Seasons?
 - 3. Why is the Torrid Zone the hottest part of the Earth?
 - 4. Draw an outline map of the State of Indiana.

Examiner.

Department of Public Instruction.

Office of Superintendent, Indianapolis, June, 1863.

Mr. Editor—Dear Sir: By a communication in the nature of a criticism which appears in the June No. of the School Journal, signed "Examiner," and by two or three private communications upon the same subject, which I have received, I understand that my decision to which they refer is not unanimously approved by the School Examiners. I

apprehend that the difficulty in this matter is produced by a failure on their part, or on my own, to sufficiently elaborate the subject to enable them to comprehend the principle of the law upon which the decision is based.

The Examiner in his criticism asks, upon what principle of morals that decision can be justified? It is justified I think, upon the high moral principle that "the laborer is worthy of his hire." The patrons of the school and the Trustee have, without objection, enjoyed the fruits of the labor of the teacher, and have thereby incurred a legal liability to pay for such labor. They cannot upon any well defined principle of moral rectitude, refuse, at the close of several months of such labor, to pay for it, and especially so when such refusal is in view of all the facts and circumstances of the originally illegal employment, and the acquiescense therein by the officer who has the control of the employment. If a teacher is unlawfully employed, it is easy for the patrons of the school or the Trustee, to terminate such employment soon after it commences.

The Examiner asks if the principle which permits the provisions and true intent and meaning of the school law to be subverted, would not subvert all law. The decision referred to subverts no provision of the school law. It discriminates, as it ought to, between the unlawful employment of teachers, and the lawful payment of them for their labor. I here repeat, with great confidence, and with emphasis, that the employment of persons as teachers who have no license to teach, which is in full force at the date of employment, is clearly at variance with the provisions of the school law, and with its true intent and meaning. If such unlawful employment is contracted for and entered into for any school district, the persons forming said district should no doubt, petition the Trustee for the dismissal of the teacher for want of a license to teach; as they are authorized to do by the 27th section of the School Law. Examiners and others cannot too strongly dissuade the trustees from the unlawful employment of teachers who have no license to teach.

Again, the Examiner says, "My neighbor steals my horse,—an illegal act,—the community acquiesces in it,—he sells him and pockets the money,—does the acquiescense of the community, or even of myself, if from fear or any other reason, I do not object, cure the illegal act, or make it morally right?" It appears to me that the case he puts is irrellevant, for want of analogy. But I will tell the Examiner that if he stand by and see his neighbor sell his horse, and pocket the money accruing from the sale, and acquiesces therein, the sale is a good one, and neither the horse, nor the money, can be recovered by him at law. His acquiescense cures the illegality of the act of his neighbor.

This answers his first question. It presents an instance or case in which the acquiescence of a single individual in illegality cures the de-

fect, and makes legal that which was otherwise illegal. Cases involving this principle are of frequent occurence, and come within the ordinary scope of observation and experience of almost every person who has arrived at an age sufficient to be a School Examiner. The recognition of the moral principle upon which the law governing cases of this kind is founded is, I believe, co-extensive with civilization.

Another Examiner says that a teacher who had contracted to teach a private school and had not collected all his pay, threatened to sue the Trustee to recover his pay for teaching, out of the common school revenue for tuition in the hands of the Trustee, under the decision in question. I think the construction of that decision must be strained exceedingly to make it justify such a proceeding. When a teacher contracts with the persons forming a school, and they agree to pay him for his labor, it is a private school, and no one could reasonably entertain a proposition to pay him from the school revenue, and the decision in question cannot be so construed as to justify such a payment.

Several other objections have been made and illustrations presented, which, I think, it is not necessary here further to discuss. I am in hopes that the subject has been sufficiently elaborated to present to view the moral principle, and reasoning upon which the decision referred to, and the law upon which it is based, are justified.

I have carefully reviewed the decision, and think it to be legally and morally right.

SAMUEL L. RUGG,
Supt. Public Instruction.

INQUIRIES AND ANSWERS.

No. 19.—Can a School Trustee, who was elected at the regular corporation election in 1862, hold his office for the term of two years, or until May, 1864?

I think that a person thus elected cannot lawfully hold the office of Trustee under such an election, for the following reason:

The School Law of 1861 did not authorize the election of School Trustees for incorporated towns and cities in the year 1862. Section fifth of tha law provides that the lawful voters of the several incorporated towns and cities of the State, shall, at their next corporation election, and biennially thereafter, elect for the corporation, a school Trustee, &c. The first regular election, after the taking effect of that act, was held, and took place, on the first Tuesday in May 1861. And biennially thereafter would be in May 1863, 1865, and so on; thus the time at which such elections could have been, and can hereafter be, lawfully held, is very clearly and definitely fixed by the law. I think that such elections cannot be lawfully held at other times than those thus definitely fixed; and that they should be regularly held at those times as often as they biennially come around. The sixth section of the School Law

provides that in case of a vacancy in the office of Trustee, the County Auditor shall appoint a person to fill the same. Such an appointment is understood to be for the full term of such vacancy; that is to say, until the next regular biennial election if Trustee.

20. There were three School Trustees elected for an incorporated town in my county, on the first Tuesday in May 1863, and an attempt was made to designate, on some of the ballots used at the election, the one of the three who should serve as Treasurer for school purposes. Can the treasurer be thus lawfully designated?

I think he cannot. The proviso to section 5 of the school law, gives to incorporated towns and cities power to direct by an ordinance in case that more than one Trustee is elected, which one shall be Treasurer for school purposes.

21. Can I as Trustee employ teachers for the Common Schools of my township for a greater length of time than the school revenue for tuition in my hands will pay, and thus anticipate a part or all of a future apportionment of such revenue?

I think you cannot lawfully do so. Such employment would clearly conflict with the last part of section eight of the school law, which provides that Trustees shall not permit such revenues to be expended for any other purpose than tuition, nor even for that purpose in advance of its apportionment to their respective corporations.

22. If a majority of the persons forming a school, petition the proper Trustee relative to the location, or erection of a school house, or other school matters; is such petition binding or obligatory upon the Trustee?

I do not understand such petitions to be binding or obligatory any further than they go to enlighten the judgment of the Trustee, or enable him to exercise a sound discretion relative to their subject-matter. The effect of such petitions is to bring the business to which they relate, before the Trustee for his action upon it; and after a full hearing of the petition and all matters relating to the same, he will make such order relative to it as may be dictated by sound discretion. This appears to me to be what is contemplated by section 25 of the school law.

28. I closed my school on the day appointed by the President for a National Fast. Am I to make up that day, or other days similarly set apart, after my term of employment would be otherwise terminated?

TRACHER.

Ans. I think you were right in closing your school. The circumstance which required you to do so was not under your control, and hence you cannot be required to make up the day as lost time. A proper respect for the President of the United States, and for the Governor of the State, prompts us to close all places of business on the days regularly set apart, by either of them, as days of Fast or Thanksgiving. The business of teaching, and the schools form no exception to the rule.

24. A person who was regularly attached to a school, near the county line in my county, sent his children to a school in the adjoining county, and at the close of the term of the school, the Trustee who had control of the school to which he thus sent, charged him \$6.25 for schooling, for the time he sent

to said school. Can the Trustee collect from him, for such a purpose?

And if said amount is collected, or paid, can the person paying it recover back a like sum, out of the school revenue for tuition, appositioned to his own proper school?

Examiner.

Ars. The first question is answered in the May number of the School Journal, 1863, page 155, No. 14.

The second question is so dependent upon the answer to the first, that I suppose it is disposed of by the foregoing answer. I will add however, that if the Trustee of the township, or the patrons of the school to which he sent his children, saw fit to permit him to enjoy, or share with them the provision made for them by the State, they cannot lawfully recover pay from him, for the privilege which they thus permitted him to enjoy.

In order for children to enjoy the benefit of the money which the State semiannually apportions, and furnishes to the schools for their education, such benefit must be accepted and enjoyed by the children where the State furnishes the money to pay for it. Children cannot be law fully sent to school, where the State has not provided for them, and then draw the money away from their own proper schools where the State has provided for them, to pay for their tuition.



EDITORIAL—MISCELLANY

LOUISVILLE SCHOOLS, KY.

Per courtesy of the teachers of Louisville, we had the pleasure of meeting and addressing these teachers at their regular monthly meeting on the 30th of May. The number of this body of teachers is about one hundred, the female portion being near four-fifths of all. We hope we shall not incur the charge of an undue tendency to compliment, when we say this is a truly interesting and intelligent looking body of teach-Further, if we may judge of the ability of this body from the representative men with whom we became best acquainted, we may with safety say there is real, not assumed ability in all the grades and departments of these schools. The names of these three gentlemen are Prof. E. A. Grant, Principal of the Male High School, Prof. Geo. A. Chase, Principal of the Female High School, and W. N. Hailman, Professor of Natural Science in the two High Schools. While we may say generally of these three men that they are able, it will be interesting to Prof. Chase's many Indiana friends, for us to state in particular, that he is eminently successful. He being an old acquaintance and from Indiana, we felt at liberty to inquire concerning his success, hence did inquire of a gentleman whose opportunities for knowing are ample and whose ability for judging is superior, and received in reply the above,—eminently successful.

Of the generally note-worthy features of these schools, we name the following:

- 1. Object Teaching. This branch receives special and prominent attention, Prof. Hailman, on request of the Trustees, having prepared a short course of 38 pages, pamphlet form, especially for these schools. This course was taught by its author for four months last year in the Primary Schools. It now forms, by order the Board, a part of the course in the Primary rooms.
- 2. The attention paid to and facilities for illustrating the practical sciences. This of course applies more immediately to the Male High School. Here the subject of Architectural Drawing is taught quite extensively, and judging from the specimens shown us, we may say accurately and skillfully. Practical Mechanics is taught to a degree that we have never known equaled in a public school. For this purpose, one of the rooms of the building is converted into a shop quite liberally supplied with tools for working in both wood and metals. The Principal, Prof. Grant, manifests a just pride in this department, he believing with all other true educators, that education is intended to make men useful rather than showy.

The departments of Chemistry, Botany, and Natural History receive prominent attention. For the purpose of illustrating these and cognate branches, \$3,000 worth of scientific apparatus has recently been purchased.

3. Mode of Examination The examination in the Male High School was in progress on the day we left, Monday. These examinations are all written. We visited three rooms. No visitors were present, no one but the teacher and his class. There is no inducement for visitors to be present, there being nothing to see but the teacher and a school room full of students all intently engaged in writing.

These examinations mean something both in labor and results. One of the teachers told us that he puts his boys to work at 9 o'clock A. M., and does not let them leave the school grounds until 5 P. M., they having a short noon recess in the room, taking such lunch for dinner as they may have brought with them. This confinement to the school grounds is to prevent access to text books on the subject in which they are being examined.

The material product of these examinations is from eleven to thirty pages of foolscap closely written by each pupil in each breach in which he is examined. These papers are all examined by the teachers, and the per cent. of correct answers ascertained and recorded in a permanent Register, a copy being forwarded to the pupil or parent. Here are the means of accuracy. If a pupil gets a low grade he knows it is not guess

work, it means something. So if he gets a high grade, he knows that it has in it an encouraging significance, indicating that he really has merit. Reader we commend to your favorable consideration, written examinations whenever practicable.

We noticed other commendable features in these schools, but want of time and space forbids continuance.

As we wish to be candid with all parties, the teachers of these schools will pardon us for saying we noticed, or rather learned, that analytic or phonetic spelling is not practiced. Teachers, believing, as we do, that this mode of spelling legitimately belongs to every good system, we hope you will soon add it to the other excellencies of your system.

In conclusion, allow us in candor to say, we shall long retain a pleasing remembrance of our agreeable visit to Louisville.

THE TEACHERS' PICNIC.

In accordance with a pre-announcement, about one hundred teachers from Wayne, Marion, Henry, Morgan, and Hendricks counties, assembled on the morning of the 13th ult. at the Knightstown Springs for a Teachers' Picnic.

The roads were excellent, being free from dust, the forests were cool, the air was balmy, and the skies soft and smiling,—all gently conspiring to give a joyous meeting; and a joyous meeting it was. Never has it been our lot to witness a picnic of such earnest, yet well tempered joyousness. So frank, so earnest, so heartfelt, were the greetings of old friends and new friends bound in the common brotherhood of teachers, that it seemed a sweet realization of the sweet sentiment of the poet:

The full soul forgot its early wish to roam. And rested there as in a sweet dream at home.

Want of space forbids the detailing of exercises further than to say, there were walkings, talkings, greetings, playings, singings, toastings, respondings, and almost all other proper acts that may properly be done at a well behaved picnic.

Toward the close of the day the following resolutions were passed:

Resolval, That we recommend the holding of a like picpic at some suitable time next summer.

Resolve i, That the Chair appoint and announce at some future time in the Journal, a committee of arrangements, this committee to consist of five members, one from each of the counties, Wayne, Marion, Morgan, Hendricks and Henry.

The following resolutions were also offered and passed with but one dissenting voice, and that voice not from a teacher but from an outsider.

Whereas, the Government of the United States is engaged in putting down the most unnatural and unholy rebellion that ever negraded or cursed our race; and,

WHEREAS, we deem it right and proper to encourage, by both word and act, the Government and loyalists every where; therefore,

Resolved, 1st, That we hereby renew our pledges of devotion to the Union, for the sacred maintenance of which we solemnly hold ourselves in duty bound to use any and all the legitimate means God has placed in our power.

Resolved, 2d, That we detest and will oppose traitors alike, whether in er out of the second States.

Resolved, 3d, That we believe it both as just and as humane for the Negro to fall in the defense of the Union, as for our brothers, our fathers, or ourselves.

Resolved, 4th, That our motto is, Union First, and Slavery Last, or Never, as a just God and an enlightened public sentiment may decree.

"Rally round the Flag" was sung with spirit and with feeling, after which three rousing cheers were given for the Union, and a like three for Gen. Grant.

With patriotic pride we record the above as one among many other facts evidencing the genuine loyalty of Indiana Teachers. To their praise be it said, they are loyal unconditionally and all the time, leaving off all i.s. ands and buts.

Teachers, may we meet next year under circumstances alike pleasant, with the added blessing of a country united and in peace.

OBJECT TEACHING.

Teachers, with much satisfaction we make the announcement, that Prof. Hailman has agreed to give to you through the Journal the first hundred or so pages of his proposed work on Object Teaching. Our satisfaction in this announcement arises from two sources: 1. From the firm belief that these articles will be scientific and practical; 2. That they will be of real value to you. Coming but monthly and in the order in which they should be taught, you can take them into the school room and apply them as they are published. It is sincerely hoped that many teachers will earnestly put into practice this last suggestion, thus introducing into many schools in Indiana, the attractive system of Object Teaching, or more accurately, Nature Teaching.

Concerning the author of these articles, Prof. Hailman, it seems pertinent to say, that on request of the Board of Trustees of the Louisville Public Schools, he prepared a short course of Object Teaching especially for these schools, and for the purpose of introducing it, he spent four months in teaching it in the Primary Department of these schools. Secondly, he is ardently attached to this method of teaching. Lastly, he has the good fortune to have been born at the fountain head of the system of Object Teaching, namely, in Zurich in Switzerland, the native city of Pestalozzi, the author of the system.

TEACHERS' MEETING AT LOUISVILLE.

DEAR JOURNAL: I wish to give your readers a brief account of the last general meeting of the teachers of Louisville.

It took place on the last Saturday of May. There was a large attendance of teachers and friends of education present.

A monthly paper was read containing articles of interest to educators, editorial notices, and a somewhat lengthy paper on the impropriety of so frequent a use of corporal punishment in the school room.

Prof. G. W. Hoss was then introduced and delivered a very appropriate and instructive address on the "Teacher and some of the means of his success." This address was eminently practical, and at its close a unanimous rising vote of thanks was tendered the author for his most timely and valuable Lecture.

The visit of the Editor of the Journal has been most happy in its results. Our teachers have had a sympathy awakened for our brethren in the work across the river, through the genial spirit of their representative. Besides, about fifteen additional subscribers have been obtained, making about thirty-five from our city. At the beginning of the next school year we will more than double the list.

After the close of the lecture Prof. E. A. Grant, the Principal of the Male High School, made some interesting remarks upon the subject of school discipline. The meeting then adjourned.

Our schools are drawing to a close. We hope to regain soon the possession of our school buildings now used as hospitals.

We shall always be glad to meet Indiana teachers, and will show them every attention in our power.

G. A. C.

June 16, 1863.

TTEMS.

INSTITUTE IN RANDOLPH.—We learn that an Institute will be held in Randolph county, E. J. Rice Sup't.

TRUSTEES' MEETING IN CLAY COUNTY.—On the call of Examiner Loveless, a portion of the trustees and teachers of Clay Co. met on the 6th, ult. They decided to hold an Institute of one week, opening on July 20th. The Trustees were constituted the Finance Committee; an excellent move—they can raise money easier than teachers can. The meeting adjourned to reassemble, on the 2d of July—"at which time," says the Examiner, "we expect all the Trustees present." Success to Trustee meetings. Keep them up,—they are an efficient means for bringing Trustees into sympathy with Teachers and into the spirit of Education.

Payson, Dunton and Scribner have just published a neat set of Wri-Sch. Jour.—21. ting Tablets. The letters are arranged according to the similarity of their forms, or according to their formative elements. These will evidently be valuable in the school room. They cost per set \$1 on paper, \$3 on heavy pasteboard.

THE AMERICAN INSTITUTE OF INSTRUCTION.—The next annual meeting will be held in Concord, New Hampshire, Aug. 18th, 19th and 20th.

SUPERINTENDENT IN PENNSYLVANIA.—On the first of June, Hon. Thos. H. Burrowes retired from the superintendency of the Public Schools. We have three of Mr. Burrowes' Reports, and taking them as the measure of the man, he measures up with the ablest Superintendents of the United States. Mr. Coburn, a practical educator is his successor. May the latter be as successful as the former.

OLLAPODRIDA.

A GOLDEN RULE FOR TRACHERS.—Do and be what you would have your pupils do and be.

Take care of yourself, but beware of yourself.

Work, but don't worry, Haste, but don't hurry.

The Pension office at Washington has already received nineteen thousand applications of wives made widows by this war.

The colored people of Philadelphia have raised a fund of \$60,000 to aid in organizing colored regiments.

BOOK TABLE.

ELEMENTS OF LOGIC. By HENRY COFFEE, A. M., Professor of English Literature in the University of Pennsylvania. Philadelphia: E. H. BUTLER & Co.

This book has, in our judgment, several marked points of excellence. Of these we notice 1st, perspicuity of language; 2d, a happy choice in materials, much of the irrelevant matter common to text books on this subject being omitted; 3d, clearness in the thought, or subject matter; 4th, neatness of type and superiority of paper.

These last, though usually not mentioned in notices of this kind, go far in determining the merits, not of books in general, but of TEXT books. They are to text books what expressiveness of countenance and tastefulness of dress are in our friends; they add to their otherwise agreeable qualities.

Additional, the chapter on Terms, or on Definition is one of peculiar

excellence. This phapter shows what every teacher ought to know, namely, the elegant terseness of a logical definition.

The chapter on Fallacies is, in our judgment, worth the cost of the book.

The Geometric illustrations of the *Dictum*, also of the Syllogism, are, to us, both new and strikingly expressive. In conclusion, we in all candor say, we have never seen a text book on this science that pleases us as does this. We hope it may reach the libraries of many teachers.

WILLSON'S PRIMARY SPELLER. New York: Harper & Brothers; Indianapolis: H. H. Dodd & Co.

This book possesses three noticeable features: 1. The Word Method, i. c. the learning of words before letters; 2. Oral and Written exercises; 3. A Grammatical designation of the parts of speech.

The first of these appears to be yet an open question among educators. We have never seen it practically tested, but favor it theoretically.

The second we have tried in more advanced classes, and pronounce it both natural and philosophic.

The third may or may not be of value according as the taste and ability of the teacher may determine.

The sounds of the letters seem too much neglected, there being no suggestions relative to phonetic spelling.

GYOT'S SLATED MAP DRAWING CARDS.

A set of these consists of eight cards; 1 of the Hemispheres, 1 of Europe, 1 of Asia, I of Africa, 1 of North America, 1 of South America, 1 of the United States, and 1 of Oceanica.

These are printed on a newly invented, smooth, silicious surface, from which marks of the slate pencil can easily be erased. The parallels and meridians are plainly drawn, usually five degrees apart, save on the map of the United States, on which they are only two degrees.

Map drawing has long been a favorite theory with us in teaching Geography, and often have we recommended it, even when it was to be used on slates, paper, and blackboards. Since the invention of these cards, we emphatically say that no pupil ought, for any considerable period, to study geography without exercises in map drawing. We further say that we know of no other provision for such drawing that equals these cards. A set costs \$1, and can be used hundreds of times without material injury. They can be procured of H. H. Young of this office, who will promptly fill all orders, either by mail or express.

GUYOF WALL MAPS.—This admirable series of Maps for schools and public institutions, comprising Physical and Political Geography, will unquestionably receive a welcome by teachers such as has been extended

to no other series. They present all that is fundamental and characteristic, with a judicious omission of unimportant details; and the representation of each physical feature in the maps conforms to its prominence or subordination in nature. The different colors or tints which represent different physical features give to them a brilliance and beauty ever fresh and original.

The following Maps are now ready: United States, North America, and South America, large series, and the two latter and Europe, small series. As any map of either series will be sold separately, trustees may commence at once to furnish their schools. For further description, prices, etc., see advertisement on another page. н. н. т.

THE NEW GYMNASTICS. The next session of the Normal Institute for Physical Instruction will open on the 5th inst. The Normal Institute was incorporated in 1861, and is located in Boston. Dr. Dio Lewis is at the head of the Institute, and the distinguished Dr. Walter Chancing occupies the Chair of Hygiene.

Persons desiring further information can send to Dio Lewis for a full circular.

A Teacher, of five years' experience and a Graduate, desires a location in a High School or Seminary. For particulars inquire of Professor G. W. Hoss.

NEW ADVERTISEMENTS.—In our advertising department this month will be found several new pages and cards from old and new establishments which will well repay perusal. Teachers, school officers and others, who would keep posted in the sayings and doings of the educational and literary world will find our bulletin an important aid.

MARION COUNTY NORMAL SCHOOL.

A Normal School will be opened in Indianapolis, Monday, July 20th, at 2 P. M., at the First Ward School House, and continue Five Weeks.

Classes will be formed in all the Common School Branches; also in Rhetoric, Physiology, Algebra, Geometry, and other branches if desired.

Special attention will be given to the methods of organizing, governing and instructing Schools.

The following gentlemen have already agreed to lecture before the School:—PREST. A. R. BENTON, REV. N. A. HYDE, PROF. R. T. BROWN, Dr. PARVIN, PROF. G. W. Hoes, and REV. G. P. TINDALL.

Prof. Brown will take charge of a class in Pysiology during the whole term, and also deliver a series of lectures on Natural Science.

Prof. Kidd will hear classes in Elocution. Prof. J. H. Wheeler will give instruction in Vocal Music.

Penmanship will be taught the first week by the celebrated penman, Mr. Spencer; the balance of the time by G. L. Pinkham, an excellent teacher of

Board can be had at \$2.50 to \$3 per week, or rooms can be obtained for self-boarding. All are requested to bring the text-books in general use.

For further information address any of the following Instructors:

A. C. SHORTRIDGE, C. SMITH, G. W. Bronson.

THE

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NO. 8

THEORY AND PRACTICE OF A SYSTEM OF OBJECT TEACHING.

BY W. N. HAILMAN.

(Teachers are earnestly requested to send suggestions, questions and results of experience to the author, or to the editor of the School Journal.)

II.

1. A SHEET OF PAPER.

Before the teacher begins the lessons, he should have fully determined what ideas he intends to develop and impress, what he wants the children to learn, else the lesson will necessarily be at best imperfect. Probably the most judicious plan would be to write down in a blank book an outline of the lesson. To the author this has always seemed indispensable. The teacher, in this case, would perhaps have determined upon the following disposition:

A sheet of paper: 1, white; 2, face (surface); 3, edge; 4, corner.

The teacher then exhibits the sheet of paper before the pupils, and, as expediency may require, asks them in turn separately, or collectively as a class. Perhaps the following conversation, in which the teacher's words are quoted, will ensue:

"What do you see in my hand?"

I see a sheet (piece) of paper in your hand.

"What is the color of this sheet of paper?"

It is white.

"What kind of paper is this, then.?"

It is white paper.

"Can you name any other things in this room that are white?"
Sally's apron is white. The ceiling and the wall are white.
"Your collar is white, etc.

"Name some white things at your house, on the street," etc. "What white thing do we sometimes put on the table?" "On what white thing do you sleep at night?" "What white thing does winter bring us?" and other similar questions to fix the impression, "white."

"What do you call this part of the sheet of paper?" (presenting a face, and passing a hand over it.)

We call it a side.

"How many sides has this sheet?"

It has two sides.

"Very good, but you must use another word for side, and call this a face. What should you call it?"

A face.

"And how many faces has this sheet of paper?"

It has two faces.

"Show me something else that has two faces—something that has six faces," etc. "How many faces has this book? this mustard box? this marble? this cork?" etc.

"What do the two faces do here?" (passing a finger of each hand along the respective faces until they meet at the edge.)

They come together—they meet.

"And what do they form (make) where they meet?"

They form (make) a line.

"Yes, and we call this line an edge. Now, what is an edge, Sally?"

It is a line formed where two faces meet.

(Sally will need some assistance in this answer.)

"How many edges do you see on this sheet of paper?"

"Count them." "Show me the edges on this book."

"Count the edges on this box." How many edges has this marble?" etc.

In a similar manner the idea "corner" is imparted and fixed; and the children may be requested to bring for the next lesson some small object that has four edges or corners, twelve edges and eight corners, no edges and no corners, two edges and no corners, etc. etc.

2. A TIN CUP.

A tin cup: 1, curved; 2, straight; 3, on; 4, over; 5, under; 6, above; 7, below; 8, between.

"Here is a tin cup; can any one of you tell me what kind of a line this edge makes?"

It makes a round line.

"Very good, but round is not the right word; can you tell me another word for round?"

It makes a crooked line.

"That is better; but I can tell you a still better word: we call this a curved line. Name some things in this room that show curved lines." "Are there any curved lines about this inkstand?" "Show me the curved lines on this hat—this box," etc.

"What kind of a line does the edge of this rule make ?,"

It makes a straight line.

"What kind of a line does the edge make now?" (bending the rule.)

It makes a curved line.

The teacher now causes pupils to point out and count the straight and curved lines of various objects; to point out the straight and curved lines in some letters; to name letters that show a certain number of straight and curved lines, no straight lines, etc. He draws straight and curved lines on the blackboard, and causes some children to do the same, etc. etc.

"Where is this tin cup now, Mary?"

It is on your hand.

"Put it on the table; and now tell me where the table is," etc.

In a similar manner the remaining ideas are called forth and fixed; the tin cup and other objects, placed into different positions with regard to each other, both by the teacher and by the children, the relative positions of various objects in the room determined, etc.

3. A RIBBON.

A ribbon: 1, wavy; 2, spiral; 3, broad; 4, narrow; 5, heavy; 6, light; 7, long; 8, short.

The ideas wavy and spiral are called forth by so arranging the ribbon as to cause one of its edges to exhibit these lines, and fastened as has been indicated in the previous lessons. The ideas broad and narrow are presented by means of two ribbons of the same length, color, etc., but differing considerably in breadth;

heavy and light are introduced by causing some of the children to feel the difference, in weight, between the ribbon and a piece of lead; long and short by means of two ribbons off the same piece, differing only in length. Exercises are then made to impress these ideas firmly: the children point out long and short objects, name heavy and light things, bring for the next lesson a broad leaf and a narrow leaf, arrange the edges of flexible objects in wavy and spiral lines, etc.

It is not expected, and indeed it could scarcely be deemed judicious, that the teacher should present, at each exercise, new ideas, or as great a number of new ideas as the foregoing lessons indicate. On the contrary, frequent reviews are necessary, also lessons which are partly reviews, and present only one or two new ideas, according to the following dispositions:

Review: 1, face; 2, edge; 3; corner; 4, angle; 5, line.

2. A hat (review): 1, straight; 2, curved; 3, wavy; 4, spiral.

3. A rule: 1, long, (review); 2, short (review); 3, thick (new idea); 4, thin (new idea); 5, broad (review); 6, narrow (review).

One of the favorite axioms of object-teachers is, "ideas before words." If properly and practically understood this is a very good axiom. It does not mean, however, that the child should be taught to give a clear and concise definition of the word, before it has the word representing the definition, the idea; indeed in most cases this is impossible. "Ideas before words" means that the idea in a concrete form, the impression on the respective sense, should be presented to the child, before we give it the corresponding term. For instance, before we tell the child that there are curved lines, we must show the child curved lines, etc., and the definition of the term, the clear expression of the idea, must be left to subsequent development. Only in some few cases, it is possible to elicit the definition before the name is given. This we have illustrated above in developing the ideas "edge" and "corner;" and only in such cases, when the idea is not an abstract one, we can, in this grade, require definitions at all. Indeed the child at this stage would find it impossible to develop the definition of the terms, straight, curved, It would therefore be better to express that axiom differently and say, perhaps, facts before words."

Teachers should particularly keep in mind that the primary purpose of these conversations on objects is not information about the object, but the development of clear perception and clear expression.

Thus the sheet of paper was not taken up with a view of giving the pupils information about the paper, but to teach the ideas, white, surface, edge, corner, and the clear expression of these ideas whenever practicable. Of course the pupils will in these lessons gain a great deal of information about the objects, and this information is sufficiently valuable to render its acquisition a desirable secondary object.

We would also warn the teacher against adhering too strictly to the limits of instruction, as well as to the form of instruction pointed out in this period. Circumstances may, and no doubt will arise in the experience of every teacher, requiring material modifications in both. To keep up the interest in the subject, teachers will be compelled to use many variations and artifices which only their own ingenuity and interest in the work can suggest and invent. They will find it especially often necessary to anticipate the course of instruction by telling the children something about the uses of objects, the manner of obtaining them, their material, or to elicit an interest by a little anecdote connected with the object. It will be found besides that objects which the child brings to school, and in which it feels a deep interest at the moment are especially fitted for conversations.

Above all things, however, the teacher who would succeed, must remember that his greatest obstacles are his own temper, and certain popular notions on so-called school-discipline. His intercourse with the pupils must be marked by an unvarying kindness and a cordial sympathy with all the child's notions about objects, and with all the child's efforts at progress or exercise. The unkind, haughty teacher is surely guilty of a heavy crime, since by wanton destruction of mind and soul, he deprives hundreds of some of the greatest elements of future success and happiness. Somebody has said that it is "next to impossible to govern children, but extremely easy to manage them." Let the teacher then, by all means, manage the children with kindness and sympathy.

I cannot remember a night so dark as to hinder or prevent the coming day; nor a storm so furious and dreadful as to prevent the return of warm sunshine and cloudless sky.—J. Brown.

WYANDOT CAVE.

[We take the following account of this remarkable cave from Dr. David Dale Owen's report of his Geological Survey of Indiana. This cave is located in Crawford county, a few miles back from the Ohio river. As this able report of Dr. Owen's will not fall into the hands of many of the readers of the Journal, we think we are excusable for making so long an extract from it.]

Some years since I had the pleasure of exploring the Mammoth Cave, in Kentucky, and, without desiring for a moment to detract from that justly celebrated and admired subterranean wonder, I can truly state that the Wyandot Cave is almost, if not quite, equally worthy of a visit from the admirers of fine natural scenery, although not explored yet to the same extent as the Mammoth.

To do justice in description to the splendid masses of long, pendent stalactites, uniting sometimes fantastically with the stalagmites below, which burst upon the view perhaps after worming our bodies through an aperture too small for overgrown travelers, or after safe passing the "Dead Fall," whose disturbance and displacement might forever cut off all return to light and life, furnish a sepulchral catacomb infinitely greater in the extent of its ramifications, than the wonderful and massive structures of art, the vaunted mausolean pyramids of Egyptian despots; to describe fully the brilliance reflected, even by torch light, from fluted columns of satin spar (carbonate of lime), 35 feet high and 79 in circumference, forming the "Pillar of the Constitution," and similar scenes, would require a power of language which at best, would feebly shadow forth the reality. To place on canvas the full grandeur of "Monument Mountain," enshrining on its summit a semblance of "Lot's wife," the whole vaulted, by the crumbling of the Magnesian limestone, into an arch 245 feet from the proper floor of the cave, and studded on its colitic summit with calcareous icicles, which seemed to form the gothic architectural pendants of this "Wallace's Grand Dome," to paint all this might furnish subject for a Rembrandt; but a few rapid outline sketches were all we could hope to carry away as remembrancers.

The numerous Indian relics, in the shape of charred remnants of fires, part of the wood yet unconsumed, portions of bark which had evidently served as torches, sticks broken and never cut, skeletons of several wild animals, and the like, would furnish materials, if the facts were carefully collected, valuable to our archæologists, or to

the historian, who desires to preserve all evidence bearing on the manners and customs of the Aborigines.

To the entomologist, or investigator of specific modifications produced by external causes, the sightless crickets here, in connection with the blind fish and crawfish of the Mammoth Cave, might furnish speculation and argument.

Leaving, however, the scenic and historical description to others, our aim was directed to obtaining the barometrical measurements, at the important points noting the lithological character of roof, floor and side walls, and to the securing of occasional palæontological or mineralogical specimens for the State collection.

The results of the observations made inside the old cave, then in the new cave, and afterwards on the hill which surmounts both-outside, are briefly subjoined, referring the heights to low water in Big Blue river.

Mr. Rothrock's house is 30 feet above low water in Big Blue river, and at about 120 feet above the river we entered the old cave, by the only external opening yet discovered to these subterranean wonders. Descending in the old cave to Pigmy Dome, the floor of which is ten feet lower than the cave entrance, we found an abundant efflorescence of Epsom Salts, sometimes a quarter of an inch thick, and calcareous tufa in botryoidal form. The filtration of water, and the washing out of the more soluble ingredients from the rock, had here riddled the dolomite roof until it resembled honey comb, and hollowed-out side-apertures, which might have passed for a dove-cote.

At "Odd Fellows' Hall," after passing "Lucifer's Gorge," the "Natural Bridge," and Rothrock's straits, which lead to the New Cave, the roof, 20 feet higher than the Old Cave entrance, is silicomagnesian limestone, with fibrous gypsum, underlaid by more crystalline limestone.

"Jolter's Hole" afforded fine specimens of alabaster and selenite, besides some calc-spar. Ascending to "Spade's Cliffs," we found bastard limestone overhead, and abundant remnants of encrinital stems, as well as corals of the family Cyathophyllidæ.

Descending to "Talbott's Pit," 30 feet below the cave entrance, magnificent stalactites and stalagmites greeted the view, which, on ascending 50 feet, to the further end of "Spade's Cliffs," was gloomed by the myriads of bats, clustering on each other like bees, and hanging head down from the ceiling.

On reaching the "Dead Fall," we secured samples of colitic limestone; and, after passing through the narrow aperture denominated "The Screw Hole," were rewarded by emerging into the very capacious amphitheatre to which very appropriately the name of the "Senate Chamber" has been given, while a somewhat central stalacto-stalagmitic union forms a natural "Chair of State." Facing the Senate Chamber, or in fact forming pillars which a slight stretch of the imagination might consider the columns of galleries, common in public buildings for deliberative purposes, we find a structure which, from a fresh fracture, reflects light with the splendor of satin, and which effervesces freely with acids. Although breaking usually into prismatic specimens, the longitudinal section thus obtained exhibits numerous and delicate horizontal layers of successive deposition, sometimes slightly tinged with grey, but more generally of a dazzling pearly whiteness. Although generally the cave is dry, here sufficient water trickles into a natural excavation of the pillar, to refresh the weary traveler.

Retracing our steps as far as "Banditti Hall," only 50 feet above the river, and consequently at least 100 feet lower than the Old Cave entrance, the secret door was unlocked, and we glided on our backs, feet foremost, down an inclined plane, over earth and rubbish, at the imminent risk of breaking the Aneroid Barometer; and. passing "Bat's Lodge," stood again erect in the Counterfeiter's Trench, which had been artificially excavated to prevent the necessity of constant stooping in this passage to the main avenue to the New Cave. Here, when it was first explored, were found the remains of Indian fires, supposed to have been kindled when the cave was the resort of the Wyandot tribe, hence the name given to it. Perhaps, when at war with other tribes, they may have resorted to these subterranean hiding places for safety or strategy. The charred remains exhibited White Oak, Hickory, Sassafras and Papaw, with numerous detached pieces of hickory bark, charred at one end, as if used for torches. Scores of dead bats were strewed around: and the skeleton of an Opossum and a Wild Cat, to each of which portions of hair and skin adhered, were among the relics.

Near the "Rotunda" we found large quantities of Epsom salts, often as an efflorescence from the Magnesian limestone, and in "Coon's Council Chamber," fine samples of black flinty rock, usually in bands 4 to 5 inches thick, but sometimes in concentric layers of filtration and deposition, that gave the appearance of knots

in pine wood. This rock seems to partake of the character of Lydian stone, or flinty Jasper, while the intermediate layers are silico calcareous, overlying the yellow Magnesian limestone that furnishes the sulphate of Magnesia.

The "Dining Room," upon measurement, proved nearly a hundired feet long by forty-five wide, and afforded good samples of Selenite. In the "Sandy Plains" formed by the disintegration of the silico-magnesian limestone, acicular crystals of Epsom salts are abundantly diffused. Here also a Papaw pole was broken off; no evidences of cutting visible on any of the wood found; but the bark on some was gnawed by animals, apparently rodents. From this point, which appeared to be only sixty feet above Big Blue, we passed over the "Hill of Difficulty," formed chiefly of decomposing dolomitic rock, to "Mammoth Hall," which has a roof stratum of Oolite. This great natural excavation contains the "Monument Mountain," a pyramidal mass of gradually aspiring stalagmite, not, however, so darkly tinged as the noted "Gibraltar Rock," of similar origin from Spain.

Descending to the "augur hole," we found clear sulphur water, showing the yellowish white deposit beneath in a small natural rock-basin.

Although, much beyond this place, objects of undoubted interest tempted exploration, and some avenues have never yet been traced out, more immediate geological interests having already been subserved, and time passing rapidiy, we returned from this point, in order to examine the hill outside.

The upper hundred feet were found composed of ferruginous sandstone, namely, from about 280 to 380 feet above Big Blue. Then descending, we found a few feet of bastard limestone, then 50 feet of crystalline, 40 feet of flinty, and finally a few feet of compact limestone; talus covering nearly all below this from view, a space of about 180 feet above the river. Beds of Cherty Limestone were exceedingly abundant, with numerous Bryozoa, near our camp, which stood on a plateau about 40 feet above the river, and fragments of chert showed themselves often between this point and the mouth of the Old Cave. In the bed of Big Blue, and up to nearly the level of Mr. Rothrock's house, magnificent specimens of Lithostrotion Canadense are scattered about, some weighing over fifty pounds.

The Sibert Cave, a short distance from the Wyandot, although

not extensive comparatively, is yet more replete with splendid stalactites and stalagmites, often uniting to form pillars, along galleries, extending for several hundred yards, and not yet fully explored. It is not so dry as the Wyandot, but some of the more slippery chasms have already been bridged. It is well worthy a visit from the traveler tond of adventure and remarkable scenery.

For convenience of reference and comparison with the map, the most important distances, and heights, widths, &c., in the Wyandot Cave, are here recapitulated in tabular form:

· DISTANCES.						
Length of "Old Cave,	-	-	-	-	-	- 3
To Monument Mountain, -	•	-	-		-	- 11/4
From Augur Hole to Junction,	-	-	-	-	-	- 11/6
Thence to Crawfish Spring, -	-	-	-	-	-	- 11/6
To end of Wabash Avenue, -	-	-	•	•	-	- 11/4
From Sandy Plain to the Thron	e, -	•	-	-	-	- 11/2
Thence to the end of Southern	Avenue,	-	-	-	-	- 11/2
From Amphitheatre, south, -	•	-	-	•	-	- 3/4
From Mound to Junction Room,		-	-	-	-	- 3/4
All other avenues, about, -	-	-	-	•	-	- 6
Total as far as explored i	n 1853.	_	-	-	-	- 19

From the south-western to the extreme north-eastern limits, about 9 miles. The exact distances in the New Cave were not furnished, but can readily be approximately obtained from the map.

WIDTH AND HEIGHT.		FRET.		
Greatest width at "Old Cave," about,	-	-	-	180
Greatest height (varying from 2½ to 100) about	-	-	-	100
Average height, about	-	-	-	20
In "New Cave," greatest breadth,	-	-	-	300
Height in "New Cave" from 3 to	-	- •	-	245

Which is the height of Wallace's Grand Dome above the proper floor of the Cave.

BETTER ORGANIZATION OF THE SCHOOLS.

There is a great want expressed from all parts of the State for well trained and skillful teachers for the Common Schools. This want is expressed in many cases with great earnestness. The strict rules of economy, and a proper regard for the interests of the community, would appear to dictate to us to consider by what plan within our reach the supply of such a want can be furnished in the

most successful, and permanently useful manner. Many of the teachers in the common schools of the State have enlisted in the army, for the restoration of the Union. In many cases their places have been supplied by other persons, who are less experienced. The tables appended to this report, and other evidences which have come to my knowledge, indicate plainly that the business of teaching, in the common schools of the State, is passing, by a law of necessity, into the hands of female teachers. We need not lament the necessity which is working the change. I think we should early encourage it, and draw largely upon the female portion of the community for a supply of teachers. With female teachers. their gentleness, patience, and kindness of disposition, their sympathies with feelings, aspirations, foibles, playfulness, and vagaries of children, well fit them to become their guides and instructors during the season of childhood. The female portion of our teachers are more likely to become permanently engaged in the business of teaching than the male portion are. How important then it appears to be that there should be an institution of learning, established by the State, where they can be trained and taught in such manner as will most eminently fit them for success in their favorite profession or occupation.

THE INDIANA SCHOOL JOUURNAL.

It has long been desirable that some periodical publication could become a kind of official medium of communication throughout the Department of Public Instruction; or perhaps more properly a medium of communication between the Superintendent and subordinate school officers and teachers of the State, to the end that reports may be published of more or less of the decisions made by the Superintendent relative to the administration of the school law. and thus subserve the interests of the contributors, publishers, and readers of such periodical. It gives me pleasure to be able to state in this connection that the gentlemen who have the management of the Indiana School Journal have very kindly offered to open their pages to a very liberal extent for the publication of such decisions, and to do it as a matter of information for their readers, and without expense to the Department. This makes the School Journal almost a necsssity with the school officers and teachers of the State, or at least a useful assistant to them in relation to their school duties .- Report of Supt. Pub. Instruction for Indiana.

Primary Teaching.

ANNA P. BROWN, EDITRESS.

MAXIMS AND FACTS.

Teachers, if you sometimes feel that you need something to enliven the little ones, try your skill in teaching them a few maxims and facts. Be in earnest and you will not fail. The following may serve as a specimen. They may be extended at the pleasure of the teacher.

MAXIMS.

- (1) Never put off till to-morrow what should be done to-day.
- (2) Have a place for every thing, and every thing in its place.
- (3) Time lost is lost forever.
- (4) It is better to suffer wrong than to do wrong.
- (5) What is worth doing at all is worth doing well.

THE GOLDEN RULE.—Do unto others as you would have them do unto you.

FACTS.—Color.

- (1) There are three primary colors,—yellow, red and blue.
- (2) By primary colors we mean those from which all others are formed.
 - (3) The secondary colors are orange, green and purple.
 - (4) The tertiary colors are citrine, russet and olive.
 - (5) Orange is formed by mixing red and yellow.

In the same manner explain the formation of all the colors.

Botany.

- (1) The four principal parts of a flower are the calyx, corolla, stamens and pistils. (Define each and exhibit a specimen.)
 - (2) The food of plants is air and water.
- (3) The leaves are the lungs of plants. There are many small openings in the leaves through which they breathe.

After these or similar maxims and facts have been thoroughly learned, they may be numbered and a particular number assigned to each pupil to remember and repeat. As soon as they have been assigned, let the teacher, by some well arranged signal, call on the pupils promiscuously to recite. The exercise may thus be made very exciting and interesting

It is needless to ask these children if they are happy; they study, recite, print, draw, and write; now they join in a sweet school song, and now they march to time, or clap their hands, or "take their motions," as they call their exercises in free gymnastics.—Boston Primary Schools.

INVENTIVE DRAWING.

FIRST STEP. EXERCISES WITH STRAIGHT LINES.

Combinations with Two Lines.—The teacher provides herself with two sticks, and asks the children what they see? Two sticks. Placing them vertically against the wall, she asks, How are the sticks placed? They stand. If you wished to represent these sticks by means of lines, what kind of lines would you use? Straight lines. Very well; what direction would you give the straight lines? They must be vertical.

The teacher then may place the sticks horizontally on the floor, and ask, How are they now situated? They lie on the floor. What lines would you use in order to represent them thus? Horizontal lines.

The teacher then places the sticks so that they are parallel to each other, and incline to the right, and asks the children what they can say about their position, and what lines they would use to represent them. She inclines them to the left, and asks similar questions. After this she makes them incline toward each other, and draws from the children, that they approach each other at one end, and are further apart at the other. By making the sticks meet, an angle is produced, which the children name, and tell by what kind of lines they would represent it. If the end of one stick is placed against the side of the other, two angles are produced, which can be either right angles, or one acute angle and the other obtuse. This exhausts the combinations which can be made with two sticks or two lines.

The children, having thus obtained a clear insight into the forms they will have to delineate, are told to draw upon their slates the combinations which the teacher forms with the sticks. In doing this, they should be instructed not to change the position of their slates. When each has drawn one or more figures, the teacher, selecting a number of those exhibiting the most taste and ingenuity, puts them on the blackboard. She then calls their attention to them, making such suggestions as may occur to her. The figures should now all be erased, both from the board and from the slates, and the children called upon to reproduce them from memory as far as possible, thus cultivating the conceptive faculty.

EXERCISE 2 .- Dictation.

Teacher (dictating).—Draw a square; then divide each of its sides into two equal parts, and draw from each of the points of intersection a line to the opposite point. How many squares have you thus obtained?

Children.—Four small squares.

Teacher.—Now draw two diagonal lines; that is, lines which are drawn from one corner of the square to the other. How many triangles have you? What kind of triangles? How do you like the design? Let us

try to improve it somewhat by removing some lines according to my further dictation. Rub out the right half of the upper horizontal side of the original square. Do the same with the lower half of the right vertical side; the same with the left half of the lower horizontal side; the same with the upper half of the left vertical side. What have you now left? Do you like the design better than before? Why?

The reason for liking a thing better, or for giving a preference in matters of taste, seems at first above the capacity of children. And yet such a question might elicit very sensible answers and not the less true from not being very scientifically given. Each child sees that the four remaining triangles are now distinctly seen, because they have been separated from each other. Again, those triangles are all situated in different positions with reference to each other, which affords a pleasant variety to the eye. Distinction of parts and variety of position therefore form an important requisite of good taste.—Sheldon's Manual.



Examiners' Department.

EMPLOYMENT OF TEACHERS.

Mr. EDITOR: In the May No. of the JOURNAL I find a decision of the Superintendent of Public Instruction which surprises me, and is so far variant from what I consider the plain intention of the law, that I can only account for it by supposing that he decided the matter in great haste; and therefore, did not give it that mature deliberation which he generally bestows upon questions referred to him for decision. The decision to which I refer is No. 16, in which he is asked,

If a majority of persons forming a school designate to the trustee, by petition in writing, the teacher whom they wish employed to teach their school is such designation sufficient to authorize the trustee to employ the person designated?

To this the Superintendent gives the following answer:

"I think that such a designation is sufficient to authorize the employment. See Sec. 7, of the School Law."

Now, let us examine this matter a little in detail by placing together the sections of the law which refer to the employment of teachers.

Sec. 25. Such meeting shall have power to designate the teacher whom they desire to teach their school."

Sec. 28. "The trustee shall, in any case in which a majority of the voters entitled to vote at school meetings, have designated the teacher they wish employed, employ the same, if he or she can be had on reasonable terms &c."

Now, I think that the plain and evident meaning of section 25, is sim-

ply this: that if the legal voters are all disposed to exercise their right to choose a teacher, it can only be done at a meeting provided for in said section; and that the part of section 27 quoted is simply directory to the trustee, enjoining upon him his duties in the premises.

Again, the law expressly provides that the legal evidence of the choice of teacher shall reach the trustee through the director; yet Mr. Rugg's decision presumes that the choice may be made directly to the trustee. To suppose that the Legislature would stultify itself by providing two methods of choice, and these so directly in conflict with each other, is attributing to it greater folly than it is generally guilty of.

Once more, the statute laws of the State provide for the election of county officers, and direct that the Governor shall issue to the officer thus chosen a commission. Now, suppose that the people of Marion Co. should, instead of the usual formalities of a public election, see proper to express their choice for Sheriff by a petition to the Governor, indicating the person whom they desire to hold the office; does Mr. Rugg suppose the Governor would clothe such person with the authority of the office? And if he would not, where is the difference between the two cases?

I esteem this decision unfortunate and mischievous in its tendencies, throwing open the doors for dishonesty and trickery in ways too numerous to mention. We are all quite well aware of the ease with which many persons can be influenced to sign almost any paper which may be brought to them, and that such paper is scarcely signed before they regret their hasty action, and are exceedingly anxious to recall it; and some, a little less scrupulous than others, will even, if possible, deny their signatures. And then only think of the excessive annoyance of some five or six candidates for a school following each other around a district, each pressing his superior claims to public patronage, and begging the influence of a name, and even inducing some to recall a signature formerly made.

I have spoken upon this subject from no spirit of hypercriticism, nor from any disposition to invite opposition to the official acts of the Superintendent, but from a deep conviction that he erred in that decision, and that it will legitimately exert a malign influence upon the school system.

I would respectfully invite Mr. Rugg's attention to this matter, and if, after a careful review, he takes the same position that I do, which I am confident he will, I trust he will recall his decision at a date as early as possible. In making this request I acquit him entirely of that foolish feeling possessed by so many of the judges of our civil tribunals, who decline reversing their own decisions, even when convinced of their errors, lest the community may suspect that they are fallible.

SCHOOL EXAMINER.

Department of Public Instruction.

Office of Superintendent, Indianapolis, July, 1863.

Question No. 25. I attended the State Convention of School Examiners, held in November last, at Indianapolis, and paid the expenses which I incurred in attending it. And the public notice required by the 44th section of the school law, I gave in a newspaper, and paid for the same: and in the performance of services required of me by law as school Examiner, I have incurred some other expenses in said office, for postage, stationery, &c.. which I have also paid, amounting in the aggregate to \$12.75. Should these expenses be paid out of the one hundred dollars appropriated by the 45th section of the school law? If not, how should they be audited, and from what revenue should they be paid?

EXAMINER.

ANSWER. There is no direct provision of law for the payment of any of the expenses of the School Examiners' Department, out of any of the public revenues, except that provision which is contained in the 45th section. And that provides only for all his services which are required by that act. If the Examiner performs services not required by the act referred to, or incurs expenses contingent to his department, other than for services required by that act, but which are incident to such services; for their payment, he must look to, and depend upon, provisions not contained in the school law.

The 2d clause or specification of the 13th section of chapter 20, page 227, Revised Statutes, 1852, has been construed to authorize such payments as are necessarily incurred by the Examiner, in performance of the official services required of him by law, and not otherwise provided for, out of the county treasury. Pay for all the Examiner's services which are required by law, is clearly provided for, by sections 35 and 45. It is well understood by all, that there are, of necessity, some expenses incident to the office of School Examiner, other and additional to those for Examiners' services. Such other, and additional expenses, are chargeable against the county, and are provided for,—not definitely by name to be sure,—but in a general manner, by the clause of the statute above referred to, by which authority is given to county commissioners to allow accounts chargeable against the county which are not otherwise provided for. Expenses of postage, stationery, and probably advertising, are of that nature.

State Conventions of School Examiners are not required by the act which requires services of School Examiners, and hence the services and and expenses incurred in attending them do not come within the provisions of section 45.

But such a Convention is understood to have been, at the time it was held, highly necessary to the successful administration of the school system. The School Law had been recently revised, and the jurisdiction and duties of the School Examiners materially changed and enlarged.

which, with many other circumstances appeared to create a necessity for such a Convention. I have therefore advised the allowance of such charges.

I should be glad to see biennial Conventions of the kind provided for by law, to be held near the close of the year previous to the regular ses sions of the General Assembly. SAMUEL L. RUGG, Supt.

FORMS FOR REPORTS.

To Teachers and School Officers of the State: The 135th section of the School Law provides that the Superintendent of Public Instruction shall prepare and transmit to the proper officers suitable forms and regulations for making all school reports, and the necessary blanks therefor, and all necessary instructions for the better organization and government of the common schools, and for conducting all proceedings under the School Law. I have carefully revised the forms required by this section, and have had them printed in blank, in quantities sufficient to supply the Teachers and School Officers throughout the State. Most of these blanks will be furnished through the hands of the School Examiners of the several counties, and in time for the reports for the current year. These reports for which blanks have been prepared are seven in number, and are as follows, to wit:

The Teachers report to the Trustee, as required by the 19th section of the School Law which is due at the close of the school.

The Trustee's report to the School Examiner of his county, of the enumeration of children for school purposes, as required by the 12th, 14th, 16th and 17th sections which is due the first of September.

The Trustee's report to the School Examiner of the condition of the schools and school property, as required by the 20th section, which isdue the first of September.

The report of the School Examiner to the State Superintendent of Public Instruction, of the enumeration of children for school purposes, and the condition of the schools and school property, as required by the 42d section, which is due on the 15th day of September.

The report of the School Examiner to the Superintendent of Public Instruction, of licenses granted to Teachers, as required by the 37th section, which is due in the last week in May.

The report of the County Auditor, to the Superintendent of Public Instruction, of the amount of school revenue for tuition, collected and ready for apportionment, which is required by the 114th, 115th and 116th sections, which is due semi-annually on the third Monday in April and the tenth day of October.

And the report of the County Commissioners, County Auditor, and.

Sch. Jour.-24

County Treasurer jointly, as required by the 109th section, and due at the March session of the County Commissioners.

To the printed blanks for these reports I have appended such suggestions, in the form of notes, as have occurred to me as being calculated to assist in making these reports, and a correct understanding of the several provisions of the statute requiring them.

I take this method of calling the attention of teachers and school officers to the subject of these reports, to the end that they may be accurately and promptly rendered when due. The educational statistics of the State will be increased in their value and usefulness, in proportion as all the reports are full, accurate and prompt.

SAMUEL L. RUGG, Sup't Pub. Instruction.

EDITORIAL-MISCELLANY.

JOURNALS OF EDUCATION IN THE UNITED STATES.

It has occurred to us that a synoptic view of the Educational Journals of the States may be of interest, perhaps of profit to our readers.

In order to notice all, or rather all the leading ones, our statements concerning each must of necessity be brief.

For this and other reasons, we shall give no opinions concerning management or merit. This we may however do at some future time.

Further we shall, so nearly as we are able, notice them in the order of age, or in the order of the volumes as indicated by the Journals themselves, the highest number coming first. As the Journals are now published, this is a correct mode of determining age, a volume of twelve numbers in every case making a year. Whether any departure from this mode has ever obtained in any Journal we do not know.

According to this order, comes,

1. THE CONNECTICUT COMMON SCHOOL JOURNAL. This is edited by Charles Northend, of New Britain, assisted by ten associates appointed, we infer, by the State Teachers' Association.

This Journal is now in its 18th volume. It is announced as "published under the direction of the State Teachers' Association."

THE MASSACHUSETTS TEACHER. This is edited by what is called a "Roard of Editors." The Board consists of fifteen members, three of whom are called Resident Editors.

It is announced as "Published by the Massachusetts Teachers' Association. It is now in its 16th volume; is published at Boston.

THE NEW YORK TRACHER. This is edited by James Ornikehank,
 LL. D., assisted by thirteen associates.

This is announced as the organ of the State Teachers' Association and of the department of Public Instruction." This Journal has at different times received a very considerable support from the State. It is now in . its 12th volume; is published at Albany.

4. THE OHIO EDUCATIONAL MONTHLY. This is owned and edited by E. E. White, A. M.

It is announced as the "Official Organ of the State Teachers' Association."

It is now in its 12th volume; is published at Columbus.

- 5. THE PENNSYLVANIA SCHOOL JOURNAL. This is edited by Thos. H. Burrows, Superintendent of Public Instruction. This is the only Journal having two columns to the page. It is now in its 12th volume; is published at Lancaster.
- 6. THE ILLINOIS TRACHER. This is edited by Alexander M. Gow and Samuel A Briggs, the latter having charge of the mathematical department. This Journal is now in its 9th volume; is published at Peoria.
- 7. THE RHODE ISLAND SCHOOLMASTER. This is edited by J. J. Ladd, A. M., and M. W. DeMunn, assisted by fifteen contributing editors. To each of these latter is assigned a specific department. This Journal is now in its 8th volume; is published at Providence.
- 8. The Indiana School Jouenal. This is "Under the patronage of the State Teachers' Association, and is edited by the resident editor and twelve associates, together with an editor of Primary Teaching." This is the only Journal that has a department of Primary Teaching. The editor of this department, also the associates are appointed annually by the State Teachers' Association. This Journal is now in its 8th volume; is published at Indianapolis.
- 9. The Wisconsin Journal of Education.—This is edited by Rev. J. B. Pradt, as resident editor, and T. D. Coryell as mathematical editor. It is announced as the "Organ of the State Teachers' Association and of the Department of Public Instruction." This Journal has heretofore received aid from the State. It is now in its 7th volume; is published at Madison.
- 10. THE MAINE TEACHER. This is edited by Edward P. Weston, Superintendent of Public Instruction, assisted by twelve associates together with a mathematical editor. This is announced as the "Organ of the State Teachers' Association." It is now in its fifth volume; is published at Portland.
- 11. THE VERMONT SCHOOL JOURNAL. This is owned and edited by Hiram Orcutt. He is assisted in his editorial duties by a "Board of Con-

tributors," sixteen in number. This is announced as "Published under the sanction of the State Teachers' Association." This Jeurnal is now in its 5th volume; is published at West Brattleboro.

12. THE IOWA INSTRUCTOR AND SCHOOL JOURNAL.—This is edited by the Secretary of the State Board of Education, assisted by six others appointed by the State Teachers' Association, one of these latter being Mathematical Editor. This is announced as the "Official organ of the State Teachers' Association, and of the State Board of Education." This Journal is now in its 4th volume; is published at Des Moines.

This includes, so far as we can learn, all the Journals in the States, either North or South, denominated State organs. Six other States at least have had Journals, namely, Michigan, New Hampshire, Kentucky, Missouri, North Carolina, and Georgia. Some of these Journals expired before and some since the war. A fitting inscription upon the tombstones of the last two, we suspect, would be: "Prematurely strangled by an everdose of slavery and rebellion. May they, however, in due time, be resurrected to a better and purer life, coming out like gold tried in the fire. The other four, belonging to States not cursed with the sin of rebellion, will doubtless, on the restoration of peace, resume their chosen position in the sisterhood of the Journals.

There remains one Journal unnoticed, not State but National in its character, the AMERICAN JOURNAL OF EDUCATION. This is the born prince of educational journals, sweeping the whole field of education, not of this country only, but to some extent of other countries. This is edited by Henry Barnard, LL. D. It is published at Hartford, Conn. at a cost of \$3.

GREEBAL REMARKS. All these Journals save the last are published on the first of each month, containing usually about thirty two pages of reading matter in each number, some running a little over, some falling a little under—the Mass. Teacher always four or five pages above, the Vermont Journal always eight to ten below.

These each come at \$1 per volume, save the Vermont Journal, which comes at 75 cents. Any one of them is worth much more than \$1 to the progressive teacher.

We are pleased to be able to say that we frequently meet teachers who are taking in addition to the Journal of their own State, one or two from other States.

Beader, if you belong to that progressive class of teachers who want more than one Journal, the list is before you, select from it and send, and our deliberate judgment for it, you will not have read six numbers until you will receive the worth of your money,

SOLITUDE.

It is not that my lot is low, That bids this silent tear to flow; It is not grief that bids me mean— It is that I am all alone.

In woods and glens I love to roam, When the tired hedger hies him home; Or by the woodland's pool to rest, When the pale star looks on its breast.

Yet, when the silent evening sighs, With hallowed airs and symphonies, My spirit takes another tone, And sighs that it is all alone.

The autumn leaf is sear and dead, It floats upon the water's bed; I would not be a leaf, to die Without recording sorrow's sigh.

The woods and winds with sullen wail, Tell all the same unvaried tale; I've none to smile when I am free, And when I sigh to sigh with me.

Yet in my dreams a form I view That thinks on me, and loves me too; I start, and when the vision's flown I weep that I am all alone.

This exquisitely delicate poem is the production of Henry Kirke White, an English poet. who died in 1806, in his twenty-first year. He came early and sang sweetly, but like a blighted flower perished before giving the world the rich fruits of his early genius.

It is claimed that he fell a victim to hard study. So sweetly does Byron embalm at once his fate and his name, that we feel constrained to quote his lines of tribute:

> Unhappy White! while life was in its spring, And thy young muse just waved her wing, The spoiler came, and all thy promise fair Has sought the grave to sleep forever there.

Oh! what a noble heart was here undone, When Science' self destroyed her favorite son, Yes, she too much indulged thy fond pursuit, She sowed the seed, but death has reaped the fruit.

EDITOR JOURNAL: I see in ahe late action of the Board of Education for this State, making a change of text books, there is no provision made for English Grammar nor for Descriptive Geography, except by use of outline maps. Why is this? Are these two indispensable studies to

be banished from our schools, or did the Board in its haste to throw out of schools long-tried and approved text-books, forget to provide for the omitted studies?

Further, can you inform us whether that long expected School History of Indiana by Dillon is finally published? It was placed on our list of authorized school books some four years since, though at that time I was credibly informed it was not even written. For me I am not disposed to complain of this delay, especially if it should prove as crude a performance as his "History of Indiana."

[The School History of Indiana is not yet published.—ED.]

ITEMS.

INSTITUTE IN MONBOR.—An Institute is to be held at Bloomington, Monroe county, opening August 17, and continuing two weeks. Prof. E. P. Cole is Superintendent.

TEACHERS AND SOLDIERS.—Prof. Baldwin Principal of the Normal School at Kokomo, is recruiting a company of six months' volunteers. A number of teachers have joined this company.

COLLEGES.—At the late Commencement, the State University graduated 12 students—9 regulars and 3 scientifics.

Prof. Butler, of Wisconsin University was elected Professor of Languages vice Prof. Balentine resigned.

HANOVER graduated 13 students and elected Rev. W. A. Holliday of the Presbyterian church to the chair of Latin and Modern Languages.

NOBTH WESTERN CHRISTIAN UNIVERSITY graduated 1—has had in attendance within the year 174 students. The war has made a heavy drain upon the Institution, especially upon the older classes.

ASBURY UNIVERSITY graduated as per catalogue 3 students, and added to its Faculty Rev. J. A. Reubelt. The number of students in attendance within the year was 199.

LEBANON ACADEMY, J. M. Coyner Principal, enrolled during the year 122 students.

No catalogues or reports from other Institutions.

RELATIVE TO THE JOURNAL.

[The following we extract from a circular of Examiner Cole to the Teachers of Monroe county. Mr. Cole will accept our sincere thanks for such timely suggestions relative to the Journal.]

"Teachers are desired to come prepared either to renew their subscriptions (\$1) to the *Indiana School Journal*, or to take it for the first time. The special attention of teachers is invited to this highly important sub-

ject. It is not easy to see how any person can venture to make pretensions to being a professional teacher and not take and read the Educational Journal of his own State, at least. And so highly does the undersigned value the aid of such an auxiliary to the teacher in his arduous labors, that he intends to lower the grade (from what it would otherwise be) of the certificate of any teacher who declines to take the Journal. This will not be considered arbitrary, or unnecessarily stringent, when it is known that our School Journal is designed to keep teachers fully advised of the best methods of instruction and discipline, and also of what is done for the cause of education in this and other States—just that kind of knowledge absolutely necessary for every teacher."

REPORTS OF INSTITUTES.—We have no doubt but that short reports of Institutes will be interesting and profitable to the readers of the Journal, hence those holding or managing Institutes are requested to forward such reports.

THANKS.—Mr. Brown, the editor of the educational column of the Decatur Republican will accept our thanks for publishing Superintendent Rugg's letter announcing that Trustees can take the Journal and pay out of effect funds. If other papers would publish the same, it occurs to us they would in some cases accommodate their Trustees.

INDIANAPOLE SCHOOL BOARD.—The new School Board of Indianapolis has recently organized, electing Judge John Beal President. This Board consists of nine members, one from each ward.

STATE TEACHERS' PICNIC.—An Examiner suggests the propriety of a State Teachers' Picnic sometime in the present vacation. We submit the suggestion, but are of the opinion that it might interfere too much with the Institute campaign.

FROM ABROAD.

THE NATIONAL TRACHERS' ASSOCIATION.—The next annual meeting of this Association will be held at Chicago, Illinois, commencing, Aug. 5th, and continuing three days. All ladies attending the meeting will be entertained free. Half fare tickets have been secured all along the line of railroad from Louisville, Ky., to Chicago. Many of the most prominent educators in the Union will be present. Teachers, here is a rare opportunity to enjoy the National, visit Chicago, see the Lake, get a ride, and "go somewhere." Surely unless you are engaged for an Institute, are sick, or have a collapsed purse, you will not resist the above inducements. Let Indiana show her educational spirit by sending a large delegation.

Wiscomens.—Wisconsin gives but forty four cents public revenuete each pupil; aggregate for the State, \$185,666 96.

ACADEMY OF SCIENCES.—At the last session of Congress an act was passed incorporating "The American Academy of Science." A meeting has recently been held in New York and an organization effected. In its operations and aims the Academy will be modeled somewhat after the renowned French Academy.

New Theological Seminary.—A plan is under consideration among the Methodists to build a large Theological Seminary at Boston Mass.

A TEACHER IN THE PUBLIC SCHOOLS HONORED.—At the late Commencement, Center College, Ky., conferred the degree of LL. D. upon Prof. E. A. Grant, Hrincipal of the Louisville Male High School.

NEW POSTAGE LAW.—The following are the rates of postage under the new law: Letters to any part of the United States, 3 cents. Regular weekly newspapers, weighing 4 ounces, and under, 5 cents per quarter. Tri-weeklies, 15 cents per quarter. Dailies, 30 cents per quarter. Circulars, not exceeding 3 in number, to one address, 2 cents. Transient newspapers, 2 cents each. Books, not exceeding 4 ounces, 4 cents—over 4 and not exceeding eight, 8 cents. Magazines and other periodical publications, weighing 4 ounces and under, six cents per quarter for semi-monthly, 3 cents for monthly and one cent for quarterly. Registered letters 20 cents, exclusive of postage.

OLLAPODRIDA.

PAPERS AND PERIODICAS.—According to the last census, the number of papers and periodicals published in the United States in 1860, was 4,051. Of these 3,242, are political, 298 are literary, 277 are religious, and 224 miscellaneous.

Teachers in California are required to take the oath to support the Constitution before they can receive a certificate to teach.—Exchange.

The Constitution defines Treason thus: "Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort."

A New DUTY FOR TEACHERS AND PARENTS—Teach your children co leve their country.

The very idea of the power and right of a people to establish a Government presupposes the duty of every individual to obey the established Government.— Washington's Furewell Address.

Universal Suffrage, presupposes universal Education.—Horace Mann. Educate your children, and your country is safe.—Daniel Webster.

The first duty of the State, and the surest evidence of good government is in the encouragement of education.— De Witt Clinton.

The publishers of Harper's Magazine, during the thirteen years of its existence, have paid \$250,000 for engravings, \$2,000,000 to authors, artists, mechanics and manufacturers.

BOOK TABLE.

ED. JOURNAL: Permit me to invite the attention of teachers to Sher-wood's "Speller and Pronouncer" and "Writing Speller," as books eminently calculated to promote the end for which they were designed. I had my attention called to them at the last meeting of our "State Teachers' Association," and was so much pleased with them that upon my return home I ordered four dozen of each of them, and introduced them into my school. In their use my anticipations have been most fully realized.

The first book named contains some sixteen hundred words of that class most usually mispelled; and, to aid in the pronunciation, the words are respelled, indicating, as far as possible the sounds of the vowels and consonants employed. This I esteem a valuable feature of the work.

The second, the Writing Speller, is a book manufactured of writing paper of an excellent quality, arranged so as to correspond to the lessons in the former book, each lesson containing twenty-five words, with appropriate columns for marking errors in spelling and syllabication.

I have, for several years past, invariably required my more advanced students to *write* their spelling lessons, and have made full trial of various methods; but in none have I enjoyed so high a degree of success as in Sherwood's. What probably constitutes a large element in its success is the fact that students are much pleased with the plan, and enter into it with an unusual amount of zeal.

I would be glad to see these invaluable aids to correct spelling and pronunciation generally introduced into our schools, and hope that teachers will make a trial of them. E. P. C.

A School Edition of DeToqueville on American Institutions, with Notes by Hon. John C. Spencer. New York: A. S. Barnes & Co. pp. 460.

This book discusses American Institutions, or popular Government as exhibited in the United States. Perhaps we cannot give a better idea of the estimated worth of the book than by quoting from the American editor's p-eface. Says this preface: "The following work of M. De Tocqueville has attracted great attention throughout Europe, where it is universally regarded as a sound, philosophical, impartial, and remarkably clear and distinct view of our political institutions, and our manners, opinions and habits, as influencing or influenced by these institutions.

Writers, reviewers, and statesmen of all parties have united in commendation of its ability and integrity."

Nothing need be added further than to say, these are times when every earnest lover of his country will be glad to avail himself of the means of increasing his knowledge of our glorious institutions. This book carefully read will do much toward increasing that knowledge. This is a knowledge, we respectfully submit, that the teacher should have not only for his own guidance and benefit, but for the purpose of imparting it, on all suitable occasions, to his pupils. Children should be taught the love of country as well as of science.

GEOLOGICAL SURVEY OF INDIANA. BY RICHARD OWEN, M. D., State Geologist.

This reconnoissance was made during the years 1859-60, under the direction of the late David Dale Owen, Indiana's most distinguished man of science. It contains reports on the Analysis of Soils, by Dr. Peter; Surveys of the Coal Fields, by Leo Lesquereux; and Tepegraphical work, by Joseph Lesley.

The report presents information of great interest to every citizen of our State, as it establishes the fact that resources of inexhaustible wealth lie hidden or undeveloped within our borders. The agriculturist, the practical miner, the mechanic, and the student of natural science, will find here facts, statistics, etc., of great practical value in their respective fields of enterprise and research. Our thanks are due Rev. Stevenson, State Librarian, for a copy of this valuable work.

H. E. Y.

AMERICAN PUBLISHERS' CIRCULAR and LITERARY GAZETTE. GEORGE W. CHILDS, Publisher, 628 & 630 Chestnut st., Philadelphia. Issued on the 1st and 15th of each month, at \$2 per annum, in advance.

This publication supplies a want long telt by the educational and literary public. Besides the bibliographic information, which makes it invaluable to publishers, book-merchants, teachers, and others, it contains correspondence, notes, personal items, miscellaneous literary intelligence, advertisements, etc., which give it the character and rank of a first class literary gazette.

H. H. Y.

We issue this number earlier than usual to be in time for the Normal Institutes now opening in various parts of the State. If it should be observed that the number of pages is not as large as usual, let the fact be referred to a week spent in military drill, occasioned by Morgan's raid.

H. H. Y.

The Marion County Normal School opens to-day (20th). Boarding has been obtained for a large number of teachers at \$2.50 per week.

Wanted.—A graduate of an eastern College wants a situation as Principal of a High School, or Seminary. For particulars address G. W. Hoss, Editor of Indiana School Journal.

Indiana School Iournal:

G. W. HOSS, A. M., EDITOR.

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NO. 9.

THEORY AND PRACTICE OF A SYSTEM OF OBJECT TEACHING.

Ìd

BY W. N. HAILMAN.*

(Teachers are carnestly requested to send suggestions, questions and results of experience to the author, or to the editor of the School Journal.)

III.

SECOND PERIOD. (Ninth Grade.)

The children are here taught to name the parts of objects in the same manner in which, during the first period, they were taught to name objects themselves. They name the parts of a book (cover, back, leaves), of a pin (head, shaft, point), of a chair (legs, rounds, seat, back); the parts of a door, a window, a house, a cart, a carriage, a knife, an inkstand, etc. etc.

These exercises should be varied in many ways, so as to arouse and maintain a lively interest in the pupils. The teacher points out the parts of objects and the pupils name them, or the pupils point out the parts which the teacher names; or they indicate the position of parts in words, for instance: "Where is the head of the pin?" It is above the shaft. "Where is the shaft?" Between the head and the point. Again the pupils are asked to name a certain number (two, three or tour) of parts of a carriage, a house, window, a door, etc.; to name objects in which they can distinguish only two, three or four parts; to bring to-morrow some small object which shows two, three or four parts. (This last exercise will be found peculiarly fertile.) Again, we occasionally anticipate the course by referring to the materials and uses of parts,

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asking the pupils to name the parts of a window that are made of wood, the parts of a door that are made of iron, etc., to name that part of a knife, which is used for cutting, to point out on a chair the part on which we sit, etc.; or we ask what is the use of the head of the pin, of the slate frame, the book cover, &c., without, however, entering further into a consideration of the materials and uses of objects than is necessary to excite and keep up the interest in the lesson.

Alternating with these lessons, we have lessons on single objects with the design of reviewing the ideas gained during the first period. and of developing and fixing the following and perhaps kindred ideas = Smooth, rough, velvety; hard, soft; cold, warm; wet, dry; bitter, sweet, sour, tasteless; dark and light shades of color, olive, citrine, russet, orange, crimson, rose, etc., also colorless; square, oblong, triangle, circle, oval; acute, obtuse and right angles; cube, ring, ball, cylinder, and corresponding adjectives. We shall here again by a few examples indicate how this may be carried out; without, however, presenting the examples in the form of conversations, since the inexperienced teacher is too prone to follow the type so olosely as to lose sight altogether of circumstances requiring important modifications in the manner of presenting the subject to the pupil. We shall therefore content ourselves to give some models of dispositions for subjects, to be made by the teacher before the lesson, and to indicate in a general way how the lessons should be conducted.

- 1. A Rule.—Surface, edge, corner (review); smooth, rough, oblong (new ideas).
- 2. A Watch.—Curved, straight (review); hard, soft, circular (new ideas).
- 3. A Cork.—Relations of position (review); velvety, cylindrical, disc (new ideas).
 - 4. Vinegar.—Wet, dry, sour, tasteless, dark red, light red.
- 5. Piece of Glass (triangular).—Line, angle (review); right, scute, obtuse angles, colorless (new ideas).
- 6. A Hat.—Curved, wavy (review from previous grade); circle, ring (review from this grade).
- 7. A Marble.—Smooth, rough, hard, soft, tasteless (review), sphere (new idea).

The object of the reviews in these lessons is principally to assure the teacher that the pupils have a clear conception of the ideas taught in the previous grade, necessary for the development of the new ideas to be illustrated in the respective lessons, and in the next place to fix more firmly in the pupils' minds the valuable knowledge previously acquired.

The review questions are therefore direct, to the point, without any attempt at suggesting, guiding or drawing out. We ask, for instance, simply: What is a face? or, How many faces has this object? or, Why do you call this a face? without directing the child's attention to the face by preliminary questions. If the questioned pupil cannot give an answer, we do not stop to explain or draw out, but pass to the next, or call upon the class to answer; since the answer given by the class usually serves all the purposes of repeated instruction for those who had forgotten. Should the class, however, fail (a rare case), it becomes necessary to ask the question in a different form or to put additional questions. Of course we also omit the questions and exercises employed previously for fixing the newly formed ideas, such as (in the above instance) pointing out, counting the faces on different objects, mentioning and bringing objects with a certain number of faces, etc.

In developing the new ideas, the same principles and considerations guide us as in the first period. Yet we should keep constantly in mind what the child has already acquired, and frame our questions accordingly. This has a double advantage; it saves time, and it teaches the child practically to apply what it has learned. The latter especially, although so saily neglected in most schools, is one of the most important subjects of education—since without it education is really all but useless; for knowledge that cannot be applied is like a dead and soulless body, buried in the ground, with no sign of its existence except the ill odor of its decomposition.

While during the first period we exercised merely the sense of sight; we call into action now two additional senses, the sense of touch and the sense of taste. Until the children have learned to use both of these senses independently, it is well (perhaps necessary) that the impressions upon these senses be made in the lessons while the pupil closes his eyes. A pupil is called out and told to close his eyes, the teacher then seizes his wrist and guides the ends of his fingers along some object, say a piece of velvet, which the pupil has not seen previously in the teacher's hands, and asks him: "What are you touching?" "How do you know it to be a piece of velvet?" etc.

Another pupil may then step out, touch the velvet to get the impression of smoothness, and then close his eyes, while the teacher gently passes the ends of his fingers over some rough surface (a piece of sand paper, the cross section of a piece of wood, etc.) and asks him similar questions.

Again, we shall suppose that we have had some conversation about vinegar, and that it remains to teach the impressions "sour" and "sweet." A little girl is called and told to close her eyes and to open her mouth, the teacher implying that he intends to put some vinegar on her tongue; but instead of vinegar he places a drop of sugared water on it. The little girl will startle and tell him that it is not vinegar. She is then led to tell how she knows it not to be vinegar, what she thinks it to be, why she thinks so, etc. In a similar manner all other impressions upon these senses should be introduced. They may then be fixed by requiring pupils to tell the tastes of various substances, to divide various substances by their taste, to mention substances that are sweet, sour, etc.

The greatest difficulty in regard to the sense of taste will be found in imparting the idea "tasteless." Any object, though tasteless, placed upon the tengue will create a sensation of touch which the child cannot well separate from the sensation of taste; the child will say such an object tastes cold or warm, smooth or rough, etc. How to overcome this we must leave entirely to the teacher's individual ingenuity. Never in our experience has this been overcome in one lesson or in two lessons, but only after repeated, patient exercises, comparing the sensations sweet, sour, etc., on the one hand, and cold, rough, etc., on the other. Yet every earnest teacher will ultimately succeed in enabling the children to fully distinguish these impressions, and to arrive at a clear conception of "tasteless."

By far easier it will be to teach the idea "colorless." The child readily perceives that pieces of colored glass impart their respective hues to objects seen through them, that colored liquids impart their tinge to objects immersed in them, while clear glass and clear water have no more effect upon the color of objects seen through them, than the opening in a ring or the spaces between the fingers.

New colors are introduced as during the first period; dark and light shades are taught by comparisons as opportunities offer. This, however, will be discussed more fully in a separate section on "color."

We would here especially ask the teacher to exercise an untiring

patience. One great cause, perhaps the greatest, of failure in education, is the fact that parents and teachers cannot wait. Yet the mental development of the child, as well as its physical development is, in its early stages, very slow, almost insensible; and this must be kept in view constantly, if we would form a substantial, thorough mind, capable of rapid acquisition and powerful, correct application of knowledge. The teacher's principal duty is to constantly probe the child's mind, in regard to its capacity and power, and not to allow it to try itself upon subjects beyond its full and easy grasp.

QUALIFICATIONS OF TEACHERS.

[Extract from a Report read before the Ponnsylvania State Teachers' Assocition.]

This Convention will bear with us, while we allude briefly to a few essentials in point of preparation for the duties of the school room, some of which are too often overlooked.

First. The teacher must be a man of large heart. He must be what he seems to be: and seem to be possessed of an ardent desire to do his pupils good. Young hearts may respect him who loves them not, but they never place implicit confidence in such a person. But this is the character of the relation existing between the true teacher and his pupils. There will always be sunshine in the school where love is the ruling principle.

Second. The teacher should be a student of nature—especially of child nature. The dispositions, manners, habits and modes of thought peculiar to each, furnish ample food for study and reflection. He who teaches must be able to reach the heart. The head is best cultivated through this medium. But books will not furnish this knowledge. The secret springs of feeling in the sensitive natures of children are only found after the most patient labor and careful observation. Neither can we properly study the nature of childhood in the school room alone. We need to observe it in other relations. When in school, children are under restraint. Prominent traits are sometimes concealed here, which the home or the playground will develop. Observe them then. See how they are influenced. Why are they pleased? What arouses them? Why do they seem cheerful, contented? Why leaps the spirit at the

encouraging smile of friends, and why does sorrow mantle the cheek, which but a moment ago was all radiant with hope and joy? Is such knowledge "too high." and cannot the teacher "attain unto it?" It is, indeed, far reaching. To succeed will require philosophic discernment. It is study which is above and beyond book lore-requiring perception, thought, judgment, philosophy. But it cannot be dispensed with safely. This quick insight into the workings of the human mind and beart sometimes comes intuitively. Such men are teachers by nature, and often succeed well with limited mental endowments. Indeed, so sure have been the results of their labors in this department, that many, after carefully weighing the matter, have applied the maxim, "Poeta nascitur non fit" to teachers, and, accordingly assert, that "teachers are 'born, not made," We cannot give our full assent to this view, inasmuch as numerous instances are not wanting to prove that even ordinary natural acquirements may be made equal to the best, with sufficient care and training. But a study of nature must be the price.

The views here presented lead us to observe, that we can easily satisfy our own minds as respects the validity of these principles in the formation of the mental habits of the teacher, by reflecting that culture must always be adapted to the nature and circumstances of the thing cultivated. All plants require certain conditions as essential to the growth of all; as, for instance, given degrees of heat and moisture, media of circulation. &c. And yet each species requires a method of culture peculiar in many respects to itself. Who would think of adopting a common mode of cultivation for the raising of tomatoes, grapes and blackberries? None, surely. And yet each requires soil, rain and sunlight. Philosophers tell us that mind is every where essentially the same. It may be, and probably is, the fact. But assuming this, it must be admitted that we find it under conditions exceedingly varied, requiring modes of development as diverse in character and detail as those adopted in our operations with the material world. Mind and soul are sometimes outlined, as it were, in the material :-- the eye, the smile, the carriage-- all contributing to impress the beholder with their prominent characteristics. Intellect and heart, quick perception and warm feeling, with delicate sensitiveness, are indicated in the glance which embodies both thought and emotion, in the blush which acknowledges an an appreciative word and in the mingled and changing hues which

betray passion uppermost. These are growing but tender plants. They need no hot-house culture. They promise much and will verify the same if you maintain a healthy growth. The plant will blessom. See to it that the stem be sufficiently strong to support the clusters.

Again, mind is buried beneath its loads of mortality. It seems content to sleep. Inert as its casement, it acts only upon compulsion for a time. It has scarcely enough of brilliancy to brighten the eye or crimson the cheek. Desiring no communion with mind, it scorns expression. It wears its own channel and the wheels of its progress seem clogged. Mistake not, here, my fellow teachers. The pupils in the former class are not alone the smart ones. in the latter are not oysters because shell-bound. Be patient! dull boys frequently outstrip their fellows in a long race. When the mind of such begins to develop, it continues the task. become men who never cease improving. The builder of a ship intended to ride the tempest-lashed waves of old ocean, does not select his timber from those varieties, which, in the depths of the forest, have grown so rapidly that the grains thereof are cleft asunder at a touch. But he takes the oak of the highland-sturdy, compact growth of many summers, its grains bound firmly together by the hardening influence of intense heat and furious winds, with which to erect his floating palace. Strength every where develops alowly.

Says the biographer of Wellington, the illustrious soldier-statesman, when comparing him with his brother Wellesley: "Between him and his elder brother, had any one speculated on the future career of both, how erroneous would have been his conclusions. At his first school Wellesley gave promise of a distinguished manhood: Wellington did not; and yet how easily can this be reconciled! The taste and fancy that afterward produced the Senator, were germain to the classic forms of Eton; while those mental properties which alone can constitute the soldier, like metal in a mine, lay dormant, until time betrayed the ore, and circumstances elicited its brilliancy."

To apply these thoughts to the subject in hand, we remark, that one of the mistakes made in our efforts to educate, is the one which adopts the same course of treatment—of drill and instruction—indiscriminately, for all. It will not be in place to enlarge upon this point in this report.

Teachers should be able to teach without the use of a Text books are of use only for assigned lessons. And, text-book. even then, the teacher may as well test his classes upon them independent of the book-calling for ideas rather than for words, in a given order. But instruction and drill-both of which are entirely distinct from the mere hearing of lessons-must be given without the book, as the clergyman preaches without his Bible, as the physician advises and administers, with his theories of medicine at home in his ponderous folios, as the lawyer pleads the cause of his client, without constant reference to the statutes. This ability will lead to the habit of assigning lessons by topic, instead of by the page, and give pupils a more enlarged view of every subject of study. Foo many efforts are made to put the teacher in the text-book. Allow us to suggest that this is teo narrow a sphere to be occupied by a Professor, and that it may serve a better purpose to have the teacher in the school room, allowing him, for the sake of his pupils, a tolerably wide range for thought.

Fourth. Aptness in illustration constitutes an essential qualification of the teacher. Theories, classifications, and concise generalizations of scientific truth, however nicely and logically presented, do not embody the soul of teaching. To children, they are forms without life-skeletons unclothed. Their constant presentation to pupils, unaccompanied with suitable illustrations, induces an herculean effort to memorize the words, sentences and paragraphs, which are used in the book, or by the teacher to express them. The young, wholly bent to this effort, soon become parrots, machines. Power of thought, the thing most needed, is enfeebled, and memory itself becomes dissipated and weak from over exertion. It is the choice, pointed, apt illustration, which leads out the growing mind. Synthesis first, analysis finally. This order is seldom observed in teaching; though the two principles are often so united in a single exercise, as to require discernment to separate them The teacher should know how to do this, using each at will. duction and Deduction are the keys which unlock the store house of truth.

Fifth. A correct use of language is a "sine qua non" in a true teacher. Correct expression leads to correctness of thought. Indeed, so closely are words and thought allied, that it is doubtful whether we think at all, without thinking in words. A more persistent effort, both by means of requisition and example, should be

made to preserve the purity, the vigor, the conciseness and the power of our noble English tongue. How absurd and provocative of smiles, to listen to recitations in grammar, and hear teacher and pupils talk glibly of nouns and verbs, propositions and phrases, of government and agreement, disjunctives and conjunctives, cases and cor-relatives—all parties, in the meantime, violating established usages of the language with impunity. One pedagogue in one section talks of the "teown" (town), and the "ceow" (cow); another of the true "Gaud" (God), and the "servus" (service) which is his due; another speaks of a "cam" (calm) day, but instantly corrects himself, by observing that it is properly "caum" according to the authorities. In other localities, we hear of "winnegar" (vinegar), and "wittals," (victuals) from the lips of those who are emoloyed to form the habits of our children. The teacher of eur youth used to speak of the "heft" of an article, meaning its weight. Not many leagues distant from the metropolis of our State, the following incident occurred: A teacher addressed a pupil as they met at the door of the school room one morning, as follows: "Good morning, James, the 'kasr' is cool." The shrewd boy raised his cap, and running his fingers through his curly locks said, "mine ain't, though." The disconcerted teacher defended his statement by retorting, that "he did not mean the 'air' of 'ed.' but the 'hair' of the 'hatmosphere.' ''

In another department we meet with "aint," "taint," "musn't," "arent" and the like. Them hats; I seen him; this here lesson; new beginners; adjectives relates to nouns, &c., are so common as to be recognized as mementoes of the school life of whole generations. Again, since a rose smells, it of course smells sweekly. Boys should sit erectly at their seats, &c. But we need not multiply instances of this class, as our only design is to illustrate. What is teaching worth when given with such examples continually before the mind of the learner?

We have thus named a few of the more prominent elements which enter into the *real* qualifications of an instructor of youth; and which, with others of like character, should be incorporated in every standard which assumes to assign limits to his acquirements. These, with a high-toned moral character, underlie all that is valuable in learning, in culture, in mental and in personal worth.

"A METAPHORICAL ROD."

BY E. P. P.

During the discussions in the "College of Teachers," a number of years ago in Cincinnati, the question of the propriety of corporal punishment in schools was before the body, and several speeches had been made on each side. It was urged by the opponents of such modes of punishment, that it was rather a relic of the barbarous ages, and ought to be abolished in this enlightened day. In reply to the arguments drawn from the Bible, it was said that Solomon did not mean by the rod literally a stick, or branch of birch or hickory; but that the word was used in a metaphorical sense for any kind of correction, or even for sharp reproof or moral sussion, by which a reformation could be effected far better than by whipping. In proof of this, such passages as the following were quoted: "I will visit their transgressions with the rod, and their iniquities with stripes." "Hear the rod and Him that hath appointed it." "Shall I come to you with a rod or in love?" A venerable "D. D." arose to reply. He admitted that the word was used in a figurative sense in those passages, and perhaps in some others, but not in the passages that had been quoted from Proverbs, auch as: "Foolishness is bound in the heart of a child; but the rod of correction shall drive it far from him." "He that spareth the rod hateth his son." "Withhold not correction from the child; for if thou beatest him with the rod he shall not die." Then another passage was quoted with most telling effect: "A whip for the horse, a bridle for the ass, and a rod for the fool's back." "Now, Mr. President," said the speaker, "if it be a metaphorical rod, it must also be a metaphorical bridle, and a metaphorical whip, and I should like to see the gentleman riding a fiery steed down street with a metaphorical bridle!" The house was convulsed with laughter, and the opposition battery silenced.

As to the merits of the question, I have never had a doubt, since I was old enough to form an opinion, of the right and the expediency of an occasional resort to the rod, both in the family and the school. My reverence for the word of God, my experience as a teacher, and my observation of others who have tried both systems, confirm me in the opinion. I admit that this is an age of progress and of wonderful improvements; but still some things will have to

be done in "the good old wav" for some time yet. Many railroads have been made, but I have heard of none up the hill of sciencemany "easy methods" of acquiring knowledge, but I know of none without hard study. Neither do I believe that, with all our progress, we are likely to get much ahead of Solomon and the other inspired writers of the Bible. It may be fashionable with certain self-inflated young men to call these writers "old fogy," and their writings "fossiliferous;" but they may learn more wisdom before they die, if they don't die too soon. Human nature, and child nature, is very much the same that it was three thousand years ago, and needs very much the same remedies. I would by no means advocate an indiscriminate and cruel use of the rod. A man is not fit to teach school who turns the school room into a threshing floor. He needs prudence, and discretion, and self-control, and discrimination, to use the rod wisely and beneficially. Some children never need it. They are delicate as the sensitive plant, and a gentle reproof will affect them more than a sound whipping will others. But there are clearly cases where the rod must be used, or the child suffered to triumph over the teacher, and an end be put to all discipline in the school, or else the child be expelled and given up to be ruined and to ruin others. Obedience must be secured, absolute submission to the will of the teacher, or there is an end to all order and discipline and improvement in school, and if corporal punishment is necessary occasionally to secure this end, then let it be used .- Ohio Educational Monthty.

It would be infinitely better and wiser to employ suitable persors to superintend the exercises and amusements of children under seven years of age in the fields, orchards, and meadows, and point out to them the richer beauties of nature than to have them immured in crowded school rooms in a state of inaction, poring over torn books and primers, conning words of whose meaning they are ignorant, and breathing foul air.—Dr. Caldwell.

Fine sensibilities are like woodbines, delightful luxuries of beauty to twine round a solid, upright stem of understanding; but very poor things if they are left to creep along the ground.

Some one has wisely said, "We cannot afford to be ignorant."

Primary Teaching.

ANNA P. BROWN, EDITRESS.

FIRST STEPS IN TEACHING CHILDREN TO READ.

BY REV. CROSBY.

Language is the chief medium of communicating knowledge in its various relations. Oral language is evanescent, and requires juxta-position of the parties: it is not easily retainable. Therefore Literature is of very great importance; so of course is learning to read.

But reading is not merely conceiving or pronouncing the sounds denoted by certain groups of letters as they are arranged in lines on a page. The fundamental principle in reading is a clear and just conception of the mental states denoted by words and phrases, and their relations as indicated by the connections of the parts of sentences. Pronunciation is not necessary for this, as is clear from the case of deaf mutes. In loud reading, these mental states should be uttered properly as in speaking. In the early exercises of reading, the power and habit of picturising what is read should be carefully formed and confirmed.

It may be assumed that a very important part of educating the young is to enable them so to use books as to acquire useful knowledge. Personal teachers and school attendance should be dispensed with as early as possible, and books be used at home.

In teaching to read, the starting point from which a plan is to be formed should be the relation of written to spoken words. Spoken words are sounds, single or connected, generally modified at the beginning or close, or at both by various positions of the vocal organs in the utterance. A printed word is generally a group of letters, some of which denote sounds, others denote positions of the vocal organs—e. g. vowels—consonants, letters are signs of sounds and positions. But nothing is to be said to the child of this at first. The printed characters are to be called letters used to read with, and each one has its name.

In language, there are these four items: Events; the ideas, feelings, &c. sugested by them; oral words to express them; literal words as signs of the former. But there is no resemblance between either two of these four classes. The child having learned to talk, has learned to use oral words as signs of ideas and things, and is therefore competent to learn that certain letters are signs of oral words and of ideas and things.

Children easily learn the names of common things by the frequent sight and use of them; and in such manner should they be taught the letters of the alphabet. They should at the outset be taught that letters are signs of what we say and what we talk about. To do this, first show pictures

of familiar objects; speak of these pictures as signs of the real objects so that when the picture is seen we think of the thing and speak its name. And also if we see the object we think of its name. Speak of the signs in common use, as ringing the bell, blowing the horn, knocking at the door, &c. Letters and words are signs of what one must say when reading a book. Each letter has its name, and they are twenty six in number.

Now it is time to begin the work of teaching a child literal words as signs. In the early course use letters each having a shape and name quite different from others. O and X are easier learned than B and D. Have capital letters on thick pasteboard, or thin wooden squares, one letter only on each.

Select O; have the child put a finger on and call it by name: have the finger moved around on it so as to learn its shape, continually repeating its name. Point to other letters, C and G, and say it is not O, because it has an open place in one side. Have the O made with a pencil on a slate, and pointed out on the pages of books. Say nothing about its sound; but its shape and name. Then take X and go through a similar process.

Now show a good picture of an ox: it is not a live ox; it is not a dead ox; it is the picture of an ox: when we see it we think of a real ox, and we say ox: and it you hear one say ox then you think of an ox. Now when you see the letters O and X together, the X close at the right side of the O, thus OX, you must think of ox, and say ox. OX are letters that spell ox; they are used together as the sign that you must think of an ox and say ox. To say the names of letters as they are put one after the other, is spelling ox—looking at the letters or thinking of them, and then saying ox, is pronouncing the word;—ox is a word. It takes two letters to spell it; it is the name of an animal. The letters must be put together this way—OX, or it will not spell ox: XO or $\frac{O}{X}$ or $\frac{X}{O}$ do not spell any thing.

Then take B in the same manner as O and X. Then spell box. Have a picture of a box, and exercise as with OX.

Also take F and proceed in the same manner as with O and X: and B likewise: then spell fox, exercising as with ox and box. Then, having the four lettered blocks on the table, call for the spelling and pronouncing of the three werds, ox, fox, box.

Now we have reached this point: Literal words are signs of oral words, and of what oral words mean also.

If now we select E we can form the word beef: then with S we can spell foxes, boxes; then with A we can spell eats, feet, beats, beets, foot, boots, bears, ears; then with G, geese, goose, gets, got, fats, bats, bars,

stars, starts; then with R root, rot, grass, great, grease, rose; then with C, cars, cats, cots, coats, cobs.

Foxes eat geese. Cats cat rats. Fat ox. Great ox. Great box. A fat goose. Get a rose. A great ox eats grass, &c.

Every additional letter learned enables one to make more phrases and sentences. But be sure that the scholar gets a clear understanding—a mental picture of the meaning of each word, phrase or sentence, and reads it with a natural utterance. Have the pupil form the words with letters separating the words properly. And when the letters are all learned the pupil knows how to spell, and how to read, and that book words are used like oral words about what we see and hear and think and talk about.

EXTRACT FROM REPORT OF SCHOOL COMMISSIONER OF COOK COUNTY, ILL.

GOVERNMENT.

The Government of a school should be mild but firm. Pupils should feel that it is right to comply with all the regulations of the school room, and the requirements of the teacher; but they should at the same time feel that it is necessary to do so, and that a teacher's rightful authority must be respected. A teacher should treat his pupils with uniform kindness, thus impressing them with his desire for their welfare; but he should also be strict and severe, if necessary to the perfect discipline of the school, or the reformation of the scholars. Punishments should be used sparingly, but when resorted to should be used with effect, and with a view to the reformation of the party punished, and the prevention of future misdemeanors. A little ingenuity on the part of the teacher, will, in many cases, avoid punishment. If a teacher does not require too much of his scholars, and manages always to keep them employed in study, or legitimate and permitted amusements and play, they will have no time and the loss inclination for mischief or gross conduct.

There are also some exercises that may be introduced as valuable aids to the discipline of a school. Among these I would mention physical and other general exercises, in which all the pupils are required to take active part. By means of these, order may sometimes be brought out of disorder very quickly. It is a very easy matter to govern some schools, but it requires a firm purpose and a clear head to manage others well. The teacher often has much to perplex him, and parents and directors should be considerate and render him every possible assistance. In all cases a mutual effort should be made to prevent any misunderstanding between teachers and parents. Both laboring for the same object—the

good of the pupil—they should certainly harmonize. In all cases where the pupil is incorrigibly bad, a conference should be sought with the parents before extreme measures are resorted to.

PHYSICAL EXERCISES.

Some system of physical exercises should be introduced into all the schools. These exercises drive away stupidity and listlessness, start the blood, and bring health and activity to all the organ; of the system. While these exercises are being taken, the windows should be thrown open and the room bountifully supplied with fresh air. At the close of the exercises, the windows should be closed to prevent the children from taking cold. Every pupil should take part in these exercises, and, to be useful, they must be entered into with a great degree of energy and vigor. The children uniformly take great delight in them, when properly practiced, and they serve as a stimulus to the school. They should not be continued long at a time.

SINGING.

It is not to be expected that every teacher is qualified to teach music. Almost every teacher, however, can sing more or less. All who can sing should sing daily with their pupils, and teach them appropriate songs and melodies. Those who cannot sing themselves, should try to have their pupils sing. There are almost always some in school who can lead. Singing is at once a relaxation from study, and a pleasure. It cultivates the nobler feelings of the heart, and its importance in a school cannot well be overestimated. The singing exercises should always be short and lively.

SLATE AND PENCIL.

Every child in the school room, that is too small to study, except during recitation, should be provided with a slate and percil with which to busy and amuse himself between the hours of recitation. With these he can learn to draw and prirt letters, and they will serve to keep him pleasantly and usefully employed and out of mischief. With them, early instruction, which is usually so slow and burdensome to children, may be much facilitated, and made comparatively easy and pleasant. A slate and pencil will cost but a few cents, and they are quite as important and necessary as books.

The progress of knowledge is slow. Like the sun, we cannot see it moving; but after a while we perceive that it has moved; nay, that it has moved onward.

Patience is good, but perseverance is better.

Good temper is like a sunny day, it sheds a brightness over every thing.

Examiners and Trustees' Department.

ANSWERS IN EXAMINATION.

We take the following from the reports of Examiners, as published in the late report of the Superintendent of Public Instruction in Ohio. From these "choice points," the inference seems fair, that all the school keepers have not migrated from Ohio westward. We are slow to laugh at the ignorance of our follows, but these upset our gravity, and we "give in." Well, for the specimens:

One teacher being required to spell and define, Dirge and Superficial, gave the following:

"Durge, something in vizibal."

"Superficial, means something a little extry."

I suppose the examiner pronounced this teacher a little "extry"—i. c. superficial.

"Another, 32 years of age, bounded Ohio on the north by New York, on the east by Massachusetts, on the south by Tennessee, on the west by Illinois."

Surely that teacher has never seen White's Class Book, or the Ohio Educational Monthly.

Another says, "New England and Canada comprise the kingdom of Great Britain; Nova Scotia and New Brunswick constitute the British empire;—the political divisions of North America are, Democracy and Republicans."

Copperheads were not invented we suppose at that time. We give no others.

These are doubtless extreme cases, but go far, painfully far, to show what low conceptions of teaching still linger in the minds of portions of the community. Had these persons possessed any adequate conception of the true qualifications of a teacher, they would not have applied for licenses to teach.

These are but specimens which we fear may be found in almost every neighborhood throughout the land. Let all work for improvement. Let all join in the exclamation of the dying Goethe—More light! more light!— ED.

TRUSTEES' CONVENTION.

A convention of the Trustees of Boone co., Ind., was held in Lebanon on the 27th of June, 1863, and was organized by calling A. H. Longley to the chair, and appointing W. F. W. C. Ensminger Secretary.

The object of the meeting being stated by the Secretary, a committee

en resolutions was appointed who reported the following, which were unanimously adopted, as the deliberate acts of said convention:

Resolved, 1st, That the Trustees of Boone county use their influence and strongly recommend to their directors, and the people of the districts, to call school meetings in their several districts, on the first Saturday of September, in each year, for the purpose of selecting their teachers, and discharging such other duties as are specified in section 25th, of the school law.

2d. That we ignore the practice of requesting the county examiner to omit certain branches in the certificates of teachers; and that he be requested to issue no license containing a less number than the six branches required by law.

3d. That we require our directors to report to us the number of private schools, and the number of pupils attending each, in their several districts, by the second Monday of August in each year.

4th. That we shall hereafter employ no teacher, until he has obtained proper license from the county examiner to teach.

5th. That we visit our public schools in our respective townships, at least twice during the term of public teaching.

6th. That we recommend our teachers to adhere firmly to the text books of the common schools, as recommended by the State Board of education when Miles J. Fletcher was Superintendent of Public Instruction; and that we discountenance any effort that may be made by agents or others to introduce the recently approved text books into the public schools of Boone county, as recommended by the present State Board of Education.

7th. That the editor of the Indiana Mail be requested to publish the proceedings of this convention, and that a copy of these resolutions befurnished to the office of the Indiana School Journal.

On motion, the convention adjourned.

A. H. LONGLEY, Chairman.

W. F. W. C. Ensminger, Socy.

I do not know any contrast that would be more surprising to an Englishman, up to that moment, ignorant of the matter, than that which he would flind by visiting, first of all, a free school in London and then a free school in New York. The female pupil at a free school in London as a rule, is either a pauper or a charity girl; if not degraded, at least stigmatized by the badges and dress of the charity. The female pupil at a free school in New York is neither a pauper nor a charity girl. In speaking to her you cannot guess whether her father has a dollar a day or three thousand dollars a year. Her manner to you is the same as though her father were in all respects your equal.—Anthony Trollope.

Sch. Jonr.-27.

EDITORIAL-MISCELLANY.

NATIONAL TEACHERS' ASSOCIATION.

On the 4th of August we escaped from the heated and parched region of parallel 40° to the more northern clime of parallel 42° on the lake, to attend the National Teachers' Association at Chicago. As to drought, we improved our condition somewhat, as to heat none, save when we caught an aquatic breath from the lake. To any of our young readers who have not seen for themselves, we may state that Chicago is a big city, and Lake Michigan is a big pile of water.—But we must leave preliminaries and come to our theme, the National.

This body met for its fourth annual session on the fifth of August, and remained in session until the evening of the seventh. The number of teachers present was variously estimated from eight to twelve hundred. The audience at times according to our best judgment, ran as high as fifteen hundred, but by fair inference, not more than three-fourths of these could be claimed as teachers. On the last evening it was announced by the President that the Association numbered about eleven hundred members. Further, it was stated by him in his opening address, that this was the largest educational association ever held on this continent. All the northern States were represented. Additional, and to us gratifying, several of the southern States were represented—Missouri, Kentucky, Maryland, and it was said, we know not how correctly, Tennessee, North Carolina and Virginia.

Now reader, we suppose you are becoming impatient to learn who was there and what was said and done. We much regret that we will be obliged to disappoint you in a good degree at this point. We have not room to attempt a report of any of the addresses; any thing less than thirty pages of our Journal would not give you a fair synopsis. We can give you but a few general points about speakers, subjects and business. The number of set addresses and papers was somewhere from 15 to 20. Among the speakers were some of the most distinguished educators of the United States. Of these may be prominently named President Hill, of Harvard University, and Hon. Henry Barnard, LL. D., of Conn., Editer of the American Journal of Education. These two men have each a national reputation. Taking their efforts on this occasion as a standard of the men. Hill is the better thinker, Barnard the better speaker. Indeed we may say, and say truthfully, by far the better speaker. His style of speaking is easy, earnest and direct, partaking much of the freedom of the platform speaker. Conducive to this he has a fine physical development; the finest we ever saw in a man of scholastic pursuits.

He is iron gray, yet straight as twenty, with a full chest, broad shoulders and clear voice. For all these, so far as they are the products of his own efforts and care, we admire him. He demonstrates the fact that a man may be a student and yet retain a fine physical organism, at least fine in appearance; for, of his vigor we know nothing, save by inference.

In all the above points, Dr. Hill is the opposite; apparently feeble in person, feeble in voice, somewhat careless as to manner, seemingly oblivious of his audience. In the two addresses before us, we cannot say he is a larger thinker than Barnard, but obviously a closer.

Should any personal friend of either of these men read the above, we again remind him that these remarks are based solely upon the addresses there made, uo allusion being had to their respective positions or reputations.

Addresses were made by other gentlemen of ability, but of less reputation than that of the men named above. Among these we may name Hon. G. M. Gregory, Sup't of Public Instruction, Michigan, A. E. Sheldon, Superintendent Pub. Schools, Oswego, N. Y., Z. Richards of Washington, and others.

Without delaying with further particulars of these addresses, we may say for the information of interested parties, they, with the other proceedings of the Association, will be published in pamphlet form. When and where this publication will take place, we cannot now state, but may be able to do so at some future time.

OF RESOLUTIONS AND DISCUSSIONS.

These were few, in our judgment, by far too few for either the interest or profit of the Association; few persons love to sit and be talked at three days in succession.

Among what we deem the more important of the resolutions are the following:

By I. Tuckerman, of Ohio: Resolved, That a committee of three be appointed to report at the next annual meeting of the Association, upon the comparative merits of what is termed theoretical or general and practical or specific instruction.

By George Ansorge of Mass.: *Recoived*, That singing should be taught to some extent in every public school, and that public teachers, by whom in most cases this branch will be cultivated, should cultivate their musical faculties as much as circumstances will permit.

By the writer: Resolved, That a committee of five be appointed to consider and report sometime during the session, what are the duties of educators relative to teaching the principles of the Government, also the rights and duties of the citizen under the same.

In compliance with this resolution the committee reported the following, which was unanimously adopted:

"Whereas, in a Democratic Government, wherein the people are of ne-

cessity the sovereigns, it is indispensable to the prosperity and perpetuity of such Government that these sovereigns, the people, understand the principles of said Government;

And whereas, the exigencies of the times demand the highest intellagence, and purest patriotism; therefore,

Resolved, 1, That it is imperative that the History, the Polity and the Constitution of our Gevernment be taught in all our schools, wherein the maturity of the pupils is equal to the subjects.

Resolved, 2, That this Association earnestly commends this subject to the attention of teachers, trustees and committeemen throughout the nation.

Resolved, 3, That this teaching should never be prostituted to the inculcation of merely partisan sentiments and principles."

Teachers of Indiana, will you take note of the spirit of these resolutions and so far as practicable, act in accordance with the same? Let us teach the History, Polity and Constitution of our glorious Government, also love for country, devotion to the Union and obedience to the laws, then the monstrous political heresy of accession can never be re-enacted in this Government.

Our space forbids further continuance of resolutions, save to give the substance of one which we learn through the reporters; namely: That no one who is not avowedly loyal and openly and heartily in favor of the suppression of the rebellion, should be entrusted with the responsible duty of training the young.

The officers elect for the ensuing year are W. H. Wells, of Chicago, President; D. N. Camp, of New Britain, Conn., Secretary; Z. Richards, of Washington, D. C., Treasurer; with twelve Vice Presidents and eighteen Counselors. These officers and counselors constitute the Board of Directors which determines the programme and place of meeting for next year. The place of meeting is, so far as we know, undetermined; whilst a part of the programme is already made out and adopted. This stands thus: Lectures or Papers:

A system of Free Schools, comprising Primary, Grammar and higher grades for each State—Dr. MoJilton, Baltimore.

The Grading of Town, Village and Country Schools—A. S. Kissell, Iowa.

One or more Normal Schools should be established and maintained at public expense in each State—Richard Edwards, Ill.

A Professor of the Science of Teaching should be appointed in each important College or University—President Hill, Harvard University.

The Teachers of each State should establish and sustain an Educational Journal—G. W. Hoss, Indiana.

Teachers' Associations should be organized and maintained in each State, county and town—J. W. Bulkley, New York.

Educational men should be appointed to fill educational offices of all descriptions—E. P. Weston, Maine.

Competitive examinations should precede appointments to places of trust—Hon. Henry Barnard, Conn.

The amount of Religious Instruction desirable and attainable in the Public Schools—Hon. J. M. Gregory, Michigan.

A National Bureau of Education should be established by the Federal Government—Noble Butler, Ky.

Readers, we have given you a very fragmentary account of the proceedings of this Association, yet as full as our space would permit Hoping the few points which have been given may be of some interest, we leave the subject, earnestly desiring that many of you may be able to go next year and see for yourselves.

INSTITUTES.

CENTER POINT, Clay Co., Ind., Aug. 1, 1863.

EDITOR SCHOOL JOURNAL: The July No. of the Journal contained a notice of an Institute to be held at Bowling Green, in this county. That Institute convened on Monday, July 20, and continued in session during the week. Classes were organized and instructed in the common branches by Prof. G. W. Hoss, aided by Sam. Loveless, our worthy and efficient Examiner. Twenty nine Teachers were enrolled during the session and contributed liberally to its support. The average daily attendance of teachers was about twenty. It proved a perfect success; and the teachers of Clay county will long remember that happy season of instruction, and they will ever feel grateful to Prof. G. W. Hoss for the fidelity and zeal which he manifests in the cause of education. On the last Saturday in August the teachers and trustees of the county will meet to effect a permanent organization of a Teachers' Association.

WILLIAM TRAVIS, Sec y.

It is truly gratifying to be able to say that the Institute labors of this year are very considerably in advance of those of last year, hence in advance of those of any preceding year. Up to time of writing, we have visited and labored in three, namely; one at Bowling Green, Clay county; one at Columbus, Bartholomew county, and one at Connersville, Fayette county. Reports being on hand from two, and a report being expected from the other when it closes, we need say but little concerning any of these.

The one in Clay was the first in the county. The attendance was as

good as usual for the first sessions. Much credit is due Examiner Loveless for his efforts in getting up and managing the Institute so successfully. One notable feature was the attendance and encouragement of one of the Trustees during the entire session of the Institute. Will Trustees elsewhere notice, and think?

The Institute at Connersville was somewhat larger in number, the enrollment being 30, the attendance being considerably larger Here, as in Clay, much credit is due the Examiner, Nutting, for his untiring efforts in arranging for the Institute.

The arrangements were among the best we have ever found for the first session. Rooms, bells, blackboards, crayon, &c., were all in order, together with a janitor pre-employed to keep them thus.

The citizens gave the Institute an encouragement worthy of all praise. Not only did they visit the Institute during the day, filling all our vacant seats, and each lecture evening visit the lecture hall, filling it, but they opened their houses, giving a gratuitous entertainment to every teacher and every lecturer. They however went a step beyond this, which is in advance of any thing in our experience, namely contributed to the Examiner, the principal part of the funds to defray the expenses of the Institute. Without pursuing this thought into what may seem compliment, we give it as an opinion that Connersville is a nice place to hold an Institute, and would suggest to the teachers of Fayette, that this is the place for the Institute next year.

The Institute at Columbus, Bartholomew county, partakes more of the character of a Normal School, being four weeks in duration, and regular fees being charged each teacher. This is superintended by J. M. Olcott, Principal of the Columbus Schools. During the week of our stay Mr Olcott managed the Institute with success. In one particular he is eminent, namely, in precision,—opening and closing school and changing classes at the minute. A truly commendable element.

At the close of the first week when we left, the number enrolled was 49.

As we expect a report at the close of the session, we will not pursue this further than to insert a series of resolutions forwarded to the Journal.

PREAMBLE AND RESOLUTIONS

Adopted by the Normal School at Columbus, Indiana, July 31st, 1863: Whereas, in this and other parts of the State, there seems to be a growing sensitiveness on the part of Trustees and patrons relative to the political sentiments of teachers; therefore,

Resolved, That in our opinion political sentiments, unless disloyal, have nothing to do in determining the qualifications of the teacher.

That no teacher should, in his professional position or relation, inculcate partisans sentiments or principles.

- 3. That the teachers may, and, on proper occasions, should teach the principles of the Government—at the same time inculcate love for country, devotion to the Union, and obedience to the laws.
- 4. That we honestly believe that trustees and parents owe it to the schools and to the country, to see well to it that no man of doubtful loyalty be entrusted with the responsible duty of training the young.
- 5. That in our opinion neither trustees nor patrons have any legal or constitutional right to call teachers to account for either the judicious expression or inculcation of loyal sentiments or principles.

J. M. OLCOTT, Sup't.

A. M. GRAHAM, Sec'y.

The Richmond, Indianapolis, and other Institutes being yet in session, notices are deferred until next number.

ITEMS.

Prof. Rice resigned his position as Principal of the Newcastle schools to take a like position in the Muncie schools, Delaware county.

- Jas. S. Ferris, for the last thirteen years a resident of Newcastle, and formerly a teacher, associates with Prof. Rice. The Muncionians may consider themselves fortunate in securing the labors of two such men. May success attend the men and the schools. Mr. Page, Prof. Rice's associate, remains at the head of the Newcastle schools.
- Dr. E. Hunter has resigned his position in Princeton, Gibsen county and gone to Bloomington, Monroe county, to take charge of the public schools of the latter place. We have reason to believe that Mr. Hunter will infuse new life into these schools.

Prof. Hewes of the Baptist Female Institute is enlarging the buildings, thus giving material evidence of prosperity.

PLEASANT BOND, Principal of the Second Ward schools of this city declines re-election, designing to enter College to complete his course of study.

CATALOGUES.—Wabash College had last year, 9 seniors, 6 juniors, 10 sophomores, 20 freshmen, 32 in the Normal Department, 25 preparatories—total 105.

EARLAAM COLLEGE had seniors, 1, juniors, 10, sophomores, 6, freshmen, 10—total enrollment, 211.

LOUISVILLE MALE HIGH SCHOOL graduated at last commencement 8—4 B. A.s and 4 B. S.s.

Asbury University graduated 8, and not 3 as the types made us say in last number.

Gambies College, O., graduated 12, enrolled 73; in Theological Department graduated 8, enrolled 29.

LUMBARD UNIVERSITY, Ill., graduated 2, enrolled 381.
WESLEYAN UNIVERSITY, Iowa, graduated 5, enrolled 123.

FROM ABROAD.

California.—The Teachers of California have established an Educational Journal. They issued the first number in July. The name is the California Teacher. It is published in San Francisco, under the management of four resident editors.

Ohio State Teachers' Association.—This Association held its 15th annual session at Cleveland on the last days of June and first of July. Says the Ohio Monthly, between five and six hundred teachers and friends of education were present. Addresses and reports were made on the following subjects and by the following persons: Inaugural address, by the President, E. E. White, editor of the Ohio Educational Monthly Among other means to the end of educational improvement, the lecturer submitted the following:

- A more general circulation of periodicals and books, dealing practically with school instruction and management, among teachers and school officers.
 - 2. A revival of Teachers' Institutes in all the counties of the State,
- County Superintendents to oversee the work as it progresses, and to imbue the rank and file of the profession with a true educational spirit.

A Report on Military Instruction in Schools, by Eli T. Tappan.

A central idea in this report is that the State should give every boy a military education.

A Report on Gymnastics, by Mr. Kotch.

 He holds that Mens sana in corpore sano is still good doctrine though two thousand years old. He opposes, even a little ungraciously ridiculeslight or free gymnastics, holding strongly to the heavy, or fixed-apparatus gymnastics.

A Report on Teachers' Institutes, by T. E. Suliot.

The importance of Institutes and the manner of conducting them, are clearly and ably set forth.

From a series of patriotic resolutions we take the following as evincing the genuine loyalty of Ohio teachers:

Resolved, "That in this war against the rights of man, our sympathies and our whole hearts are with our Government in the efforts to put down this rebellion as far as in us lies; and that we execrate a traitor wherever found."

Teachers of Ohio, allow me to say, the teachers of Indiana can unite heart and hand with you on that platform.

Also a series of resolutions stating reports of intemperance and immorality on the part of the State Superintendent. These are damaging reports con-

cerning a Superintendent, and humiliating to the teachers working under him.

DEPOSITORY OF SCHOOL APPARATUS.—When at Chicago, we called at Sherwood's Depository of School Apparatus. So full and varied is their assortment that a teacher can hardly ask for a piece of school room furniture from a pencil to a fine philosophical apparatus, that cannot be furnished. The proprietors, besides being enterprising business men, are accommodating gentlemen, who will politely hear and answer the inquiries of teachers. Teachers, when you go to Chicago, call and get suggestions as to what you need in your school rooms.

OLLAPODRIDA.

Bancroft and not Webster, as oft quoted, is the author of the sentiment: The Union—it must be preserved.

Directors should neither employ nor continue in their employment, any teacher of disloyal sentiments.—Penn. School Journal.

PATRIOTIC SENTIMENT.—Suffer nothing to intervene between you and your duty to your country.—Address of Ind. War Democrats.

The object of teaching is to teach a child to take care of himself.—

Nature and Nature's laws lay hid in night, God said—Let Newton be! and there was light.—Pope. Trust not yourself; but your defects to know Make use of every friend and every foe.—Pope.

ON KING CHARLES II.

Here lies our sovereign lord the king,
Whose word no man relies on;

Who never said a foolish thing,
And never did a wise one.—Rochester.

THE LAUGH OF A CHILD.

I love it—I love it—the laugh of a child,
Now rippling and gentle, now merry and wild,
Ringing out on the air with its innocent gush,
Like the trill of a bird in the twilight's soft hush;
Floating off in the breeze like the tones of a bell,
Or the music that dwells in the heart of a shell.
Oh! the laugh of a child, so wild and so free,
Is the merriest sound in the world to me.—Anonymous.

STATEMENT OF THE NATIONALITIES OF THE INHABI-TANTS OF THE STATE OF INDIANA—CENSUS 1860.

BORN IN.			NO.	BORN	IN.				NO.
Alabama,		-	358	BORN Australi	8,	-	-	-	5
Arkansas,		-	223	Atlantic	Islan	ds	-	-	27
California,		-	56	Belgium	١,	-	-	-	92
Connecticut,	- -	-	2,5 05	British A	Americ	ca,	-	-	3,166
Delaware,		-	2,301	Central	do	•	•	-	•
Florida,		-	2 0	China,	-	•	-	-	2
Georgia,		-	561	Denmar	k,	-	-	-	109
Illinois,		-	7,925	England	,	-	-	-	9,804
Indiana,			774 ,721	Europe	not sr	ecif	ed).		26 8
Iowa,		-	1,844	France,	`- *	-	-	-	6,176
Kansas,		-	62	Austria,	*	-	-	-	351
Kentucky,		_	63,538	Bavaria,	*	-		-	3,610
Louisiana,		_	557	Baden,*	-		-	_	5,740
Maine,			1.293	Hesse,*	-	_	-		4,298
Maryland,			9.673	Nassau,	k	_			738
Massachusetts,	_		3 443	Prussia,		_	_	_	12,067
Michigan,	_	_	3 701	Wurtem	here *		_		3,956
Minnesota,		_	161	German	w (not	enar	(belti-	_	30,945
Missippi,		_	350	G't Brite	y (Liot	sp.	"	_	21
Missouri,			1 679	Greece	-	_	_	_	2
New Hamshire,		-	1.072	Greece, Holland,	_	-	_	-	450
New Jersey,	, -	-	2 202	Ireland,		-	-	-	24,495
New York,		•	30,855	Italy	-	-	•	•	92
North Carolina,		-		Mexico,	•	•	-	•	19
^1	. •	•	20,342 171 945	Norway	•	-	•	•	38
Onio, -		•	111,270	Portugal	'	•	-	•	4
Oregon,	• •	-	E7 010	Poland,	7	•	-	-	91
Pennsylvania, Rhode Island,	•	•	01,210	Docido T	-14-	-	-	•	1
South Carolina,	•	-	0.000	Pacific I Russia,	BIRLIGS	,	-	•	101
Commercia	-	-	2,002	Cookland		-	•	-	
Tennessee,		-	10,000	Scotland	,	-	-	-	2,093 13
Texas,		-	90	Spann,	•	-	-	-	
Vermont,		, -	3,539	Sweden,		-	•	-	329
Virginia,		•	30,848	Spain, Sweden, Switzerli South A		-	-	-	329
Wisconsin,	-	-	670,	Switzer	ına,	-	-	-	3,813
District of Colu	mbia,	-	222	South A	merica	٠,_	-	-	•
Territories,	• -	•	29	Sandwic	h Islai	ids,	•	•	4
At sea,	• -	-	94	Turkey,	••	-	•	-	4
Not stated,	• •	•	1,710	West In	dies,	•	•	-	22
Asia, -		-		Wales,		-	-	-	226
Africa,		-	4	Other co	untrie	8,	-	-	155
M-4-1 171									10.101
Total Foreign,	O4 . 4		-	-	-	-	•]	18,184
Total in United	States,		•	•	-	-	-	1,2	232,224
Total population	n of India	na,			-	•	•	1,8	350,428

^{*} German States.

There are 47,269 Hoosiers living in the 16 slaveholding States, of which number, 30,463 live in Missouri.

161,313 persons living in Indiana were born in slaveholding States.—

Indianapolis Daily Journal.

TIPTON, Ind., June 27th, 1863.

Professor Hoss: Dear Sir—At your suggestion, I have at last made an effort to describe the school house you saw while here. I have endeavored to make the description intelligible, but don't know how well I have succeeded.

By publishing it I think you will confer a favor on more than myself:

The building should be two stories high. The basement should not be less than seven feet high, and arranged as follows: On each side of the door should be a stairway to the upper, or school room. Through the center (from the front to the rear) should be a hall; on each side or which should be a long seat to be used while eating dinner. In a recess on each side of this hall, and at the further end, should be a cupboard or some other fixture for dinner buckets, hats, etc. The side walls of this hall should be oblique, corresponding with the stairs. There will then be a room on each side of the hall that should be used for wood houses. The stove should be placed in this hall, and about one-fourth of the way back from the door. The stove pipe should run along underneath the upper floor till it reaches the rear of the hall, where it is inserted in the chimney. In front of the stove should be a partition of lattice work, containing a door of the same description. This door should have a lock and key, so that you may lock it when you wish, -fer the stove being excluded from the teacher's view, affords quite a convenient place for loafers to congregate.

The upper floor, under each row of seats and desks, should consist of grating, made in the style of Venitian window blinds. The object in thus setting the grates obliquely, is to partially obstruct the view from below. The grating should be made of oak bars about four inches wide, one inch thick, and placed one inch apart. As the middle row, or rows of seats cannot have the lattice work under them, the grates should be double, the under part sliding and made obliquely, so that when placed together they form an angle of 90 deg. This will obstruct the view even though the grates be open. If at any time the heat under these seats should become too great, it can be shut off by sliding the lower grates. The aisles should be tight floor.

There should be a tin tube of a curved form, one end of which should be inserted into the chimney, and the other through the upper ceiling of the school room. By heating the stove there will be a current of air passing through this ventilator sufficiently strong to keep the air in the school room pure; provided there is an opening below through which pure air can pass.

I have said nothing about the arrangement of seats, desks, blackboards, etc., for I thought every one might have his own fancy about such things. I have had the pleasure of teaching nine months in a house constructed

similarly, and I am bold to affirm that it has the following advantages over the common house:

1st, It is more comfortable. For all are equally warm, and have the advantage of fresh currents of air around their feet as well as their heads.

2d, Its great advantage is that of health. There is no cold feet nor headache.

3d, It is more economical in every respect, except that of building. Our house is 24 feet by 32 feet, the lower story 7 feet, and the upper story 11 feet high, costing \$600.

Jehu Van Buskirk.

BOOK TABLE.

A Manual of Elementary Instruction for the use of Public and Private Schools and Normal Classes, containing a Graduated Course of Object Lessons, etc. By E. A. Sheldon, Superinteedent of Schools, Oswego, N. Y., assisted by Miss M. E. M. Jones, and Prof. H. Krusi, New York: Charles Scribner, 124 Grand Street. 1863.

Certainly no man ever deserved the gratitude of the profession so fully as E. A. Sheldon, for supplying a want long and seriously felt—felt more seriously, too, since the publication of Calkins' and Willson's productions on Object-lessons. No greater obstacle to the introduction of the objectmethod existed than the books of these men. Basing opinion upon their presentation of the system, in which principles and experience, arrangement and accuracy are equally neglected, many honest teachers rashly pronounced object-teaching an "unmitigated humbug." In Sheldon's work the teacher will find rigid system, logical arrangement, clear and accurate enunciation, tested by careful and intelligent experience; and many are the converts which this valuable work has made. Let every teacher study this work, make its principles his own, and then, with his whole ingenuity and energy, frame his method in applying these principles; and he will make himself doubly and trebly useful. We understand that the author intends to publish soon a second and thoroughly revised edition of the same work, and we forbear consequently to enter into the details of the work for the present. W. N. H.

OBJECT LESSONS: prepared for teachers of Primary Schools. By A. S. Welch, Principal of Michigan State Normal School. Chicago: George Sherwood. 1862.

A little work full of valuable practical suggestions, and one which should grace the library of every teacher of primary classes. Where faults are so rare it would be invidious to point them out. We would especially recommend the lessons on color, length, shape and spelling for imitation. But above all things, beware of allowing that imitation to degenerate into slavish aping.

W. H. H.

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Theory and cert of Penmanship . Kilements and Principles of Letters. See Thapters & and T. Blennends. Combination of Elements. Principles of Small Letters. The long is 's the length of the 5th and 6th Brin's. For Scale of lengths see Chap All page 63. Elements p. 1 p. 2 p. 3. The loops must be made on the main Stepe: Principles of Cupitals. Couls , Prin T. (vals Prin 8. Prin 9. For an explanation of these principles, with their Modifications, See Unalysis of the Cyntals, page 76 to page 86 inclusive. Also see next page for Combinations, proportions, scale of lengths and complete analysis. Published by tresty & Nichols, Hi Washington St. Buston.

Indiana School Journal:

G. W. HOSS, A. M., EDITOR.

VOL. VIII.

Indianapolis, October, 1863.

NO. 10.

PENMANSHIP.

BY PAYSON, DUNTON AND SCRIBNER:

Penmanship is properly a branch of the fine arts. It is a humble sister to Drawing; humble, because its forms are so limited in number. It deals not with the infinitely varied forms which exist in nature or are created by the imagination; it professes only to delineate from sixty to seventy, that is, including the digits. Yet in importance, notwithstanding its lowliness in the family to which it belongs, it leaves all the other fine arts behind it at an immeasurable distance. As the means of recording our thoughts and transactions. of conveying intelligence from one end of the earth to the other, of transmitting through the aid of the press to future generations the inspirations of genius, the researches of philosophy, and the annals of history, who can speak its value? From these considerations a two-fold conclusion evidently follows. It is then only attained in perfection when, on the one hand, it can be executed with rapidity, and on the other, be read with facility. At the same time it must be remembered that the mind is endowed with an æsthetic faculty, to meet the requirements of which, both on the part of writer and reader, the letters should be arrayed in the mantle of beauty.

Our system, constructed with an especial view to these three points, has been the pioneer, whose remarkable success and popularity have called forth a host of followers. We may honestly claim

^{*}Theory and Art of Penmanship. A Manual for Teachers; Illnetrated with Engravings. Published by Crosby & Nichols, Boston.

that to the success of our system is owing the present deep interest felt in writing, and the remarkable improvement which is now so generally witnessed. The perfection of the form, and of the printing in the copy books, and the philosophical arrangement of the letters, leave nothing further to be desired in these respects.

Now the teaching of this art is clearly different from that of other departments of ordinary school instruction; yet, while teachers' guides in other branches are poured forth from the press with a profusion really satiating, Penmanship has been left forlorn and neglected, the very Cinderella of pedagogy, to thrive as best she could. To restore this neglected one to polite society, to raise her to an equality with her haughty sisters, to exchange her tattered garments for beautiful robes, her dilapidated shoes for glass slippers, has been our object. The Manual we have lately issued for the use of teachers, of which we here propose to give an idea, and from which the accompanying plate is taken, is the result of our endeavor. If from the plate you are not led to form a very high idea of our protege, be pleased to reflect that we intend to analyze her character first, and to present her to you in all her regal beauty and adornment in subsequent numbers.

In this matter of teaching penmanship, then, what should be our first endeavor? It should be to impress on the minds of the pupils the forms they are to write. Here is the difficulty. If we set a word or sentence before a child and sav "Imitate," we fail of success. Unfortunates who have been taught (?) writing on this plan and never learned it may be numbered by millions. The variety of forms is too great, and consequently each fails to make an individual impression. The only true method is to commence with groups of the same letter. The attention is thus concentrated on a single thing. But even this single thing consists of several parts, and is susceptible of analysis. Separating the letters into the parts which are common to them, we find there are nine: we name them the six principles of small letters, and three principles of the capitals; and we still find that these principles are compound forms. We again subject them to analysis, and find five primary forms, the straight line and four curves af the oval, the latter modified as occasion requires. Does not this analysis wonderfully sireplify the matter? The varied connection of six forms, with the aid of a few anomalies, gives all the small letters. Let but three forms be perfectly learned, and the main difficulties of the capitals are

mastered. Surely this method of thorough analysis is the true one. Said a very intelligent teacher to us one day, "I wish all your copies were Latin, or German." "Why?" we asked. "Because," he replied, "the scholars write the words, instead of writing the letters. I have sometimes required them, after writing the word several times, to write it, beginning with the last letter and reversing the order of the whole; and it is astonishing how much better the letters were formed. They had then to think about each letter as they wrote it. There is profound philosophy in this. It is the very kernel of our method.

Let us turn our attention, then, to this analysis. The limits to which we are restricted warn us to be brief. Any one desirous of seeing the matter fully treated will find it in the Manual.

Write the slobabet of small letters on a slate or blackboard. Look at the accompanying plate. Take the first form under "Combination of Elements," marked p. 1, meaning principle one, under the next heading; rub this out wherever it occurs in the alphabet; it will be found in nine letters—i, u, w, a, r, t, d, l, b. The second form or principle will be found in three letters-n, m, z; rub it out. The third principle occurs in nine letters-n, m, v, w, x, p, h, k, y; erase this also. The fourth principle occurs in four letters—a, d, q, g; treat this in like manner. Erase the fifth principle from h, &, l, b, f, and long s, six letters; and the sixth principle from the five letters, j, g, y, z, and long s. The o, e, and c, may also be erased as coming under the fourth principle, which is only the oval with a pointed projection added. What is now left of the alphabet? The s, the tail of the f, the stem of q, which is the first element, and a few small dots, loops, and irregular forms. Thus our primary analysis is proved correct. It exhausts the subject, clearly distinguishing things that differ.

Turn we next to the examination of these six principles. In the Manual we have a chapter on the comparison of script and print, from which we derive the important facts that the straight lines and ovals are the main parts of the letters, the upward curves the connecting lines between these parts and between letters, and that the turns are means of connection between the main and connecting lines. The first principle, therefore, consists of three parts—the main line straight, the turn formed from the bottom of the oval, and the connecting line a curve from the right side of an oval. We separate these as is seen in the plate. In the second principle we

find the reverse of the former curve, the left side of the eval, for connecting line, the turn inverted and reversed, the top of the oval, and the straight main line. These united give us the primary forms, the straight line and the oval, and separately are the five elements. The third principle needs no further explanation. The fourth is the oval with the top projected in a horizontal line to meet the right side centinued upward from the middle in a straight line on the main slope. The fifth may be mest easily explained to children by the sixth, thus: first, write the straight line from the head line to the base on the main slope; continue this straight line downward till the whole length is four times the height of the small letters, or, as we say, four spaces. The length of the loop is twothirds the length of the stem; the top of the loop, therefore, will be a little below the base line. The loop is formed by similar curves on each side of the straight line; its broadest part is one-fourth from the bottom of the letter, the same width as the o, or half a space: To join the straight part of the stem and the right side of the loop, make a very slight bend in the space between the base line and the top of the loop. Continue the left side of the loop with the left curve of the oval to the head line, and the looped stem is complete. This method gives loops of unsurpassed grace and beauty, and supplies the pupil with an easily applied rule of criticism, viz., the producing of the straight part of the stem, which ought to bisect the loop.

The seventh principle, which is the first of the three belonging to the capitals, is the double curve, Hogarth's celebrated "line of beauty." When pure, the upper and lower curves are exactly equal and similar. Our derivation of this stem from the two ovals placed side by side is, so far as we know, original, and has excited much attention. It has been attempted by placing one eval above another to the right, but not side by side, which is evidently the true plan. The direct oval, the eighth principle, and the inverted oval, the ninth, are derived from two equal and similar ovals intersecting one another as may be seen in the diagram. For the eighth, begin at the top of the first oval, follow it downward and round to a point at the top where it is cut by the second, then turn down inside on the left curve of the second oval. For the ninth, begin at the bottom of the first oval, follow it upward and round to the point at the bottom where it is cut by the second oval,

the left side of which is then followed. The width of these ovals equals half their length.

In another number we hope to have the pleasure of presenting another plate, and of giving a further statement of our experience in teaching this important branch.

THEORY AND PRACTICE OF A SYSTEM OF OBJECT TEACHING.

W

by w. n. hailman.*

(Teachers are earnestly requested to send suggestions, questions and results of experience to the author, or to the editor of the School Journal.)

IV.

THIRD PERIOD. (Eighth Grade.)

Among the general qualities to be considered during this period, we would mention the following: brittle, tough; elastic, inelastic; transparent, translucent, opaque; bright, dull; solid, hollow; sapid, insipid; loud, low; slow, fast. Besides, we develop in the general exercises the following ideas of shape and position, preparatory to the separate lessons on these subjects; rhombus, rhomboid; diameter, radius, semicircle, quadrant; hemisphere, cone, pyramid, prism, perpendicular, slanting, horizontal, vertical, parallel, diverging, converging.

The children are now sufficiently advanced and the scope of their observation sufficiently enlarged, to justify the teacher in viewing information about objects no longer as merely a desirable secondary end, but as a primary end of equal importance with the further development of the powers of perception and of expression. Hence in preparing dispositions for the lessons, as well as in the lessons themselves, we pursue a course somewhat different from that pursued in the previous two grades. We exhaust the subject considered, as far at least as its more obvious qualities are concerned. And this is done methodically, so as to teach the pupils the power of rapid, complete and accurate observation and to prepare them for

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concise, complete and accurate description. As types we would propose the following dispositions:

- 1. A PLATE OF GLASS.
 - I. Impressions on the sense of sight.
 - 1. Rectangular.
 - 2. Green.
 - 3. Transparent.
 - 4. Bright (reflective).
 - II. Impressions on the sense of touch
 - 5. Hard (quality of object).
 - 6. Smooth (quality of surface)
 - 7. Cold (temperature).
 - III. Impressions on the sense of taste.
 - 8. Tasteless.
 - IV. Impressions on the sense of smell.
 - 9. Odorless.
 - V: Impressions on the sense of hearing:
 - 10. Resonant. (?)
 - VI. Mined impressions, obtained by experiment.
 - 11. Stiff.
 - 12. Brittle.
 - 13. Slightly elastic.
- 2 A RUBBER BALL.
 - I. Sight.—1, lead-colored; 2, spherical; 3, epaque; 4, dull.
 - II. Touch.—5, velvety; 6, soft.
 - III. Taste. -- 7, tasteless.
 - IV. Odor.—8, odorous.
 - W. Sound.—9, not resonant. (?)
 - VI. Mixed impressions.—10, elastic; 11, compressible (?); 12, expansible (?); 13, tough.
- 3: A TEN TUBE.
 - Cylindrical, hellow, reflective (bright), opaque, smooth, hard, cold, tasteless, odorless, flexible, slightly elastic, tenacious, (?) metallic(?).
- 4. A NEEDLE.
 - Cylindrical, conical toward the point, flattened and perforated by an oval hole at the other end, steel gray, bright, opaque, smoothhard, tasteless, odorless, elastic, brittle, slightly flexible.
- 5. A ROPE.
 - Cylindrical, white, dull, opaque, smooth, not very soft, tasteless, odorless, flexible, slightly elastic, fibrous, tough, vegetable (?).

6. A SPONGN.

Irregular in shape, light brown, dull, opaque, velvety, soft, light, tasteless, odorless, compressible (?), elastic, porous, absorbent (?.)

In determining upon the propriety of developing in these exercices certain less obvious qualities, the presence of which is to bediscovered by subjecting the object to experiment, the teacher mustbe guided by the capacity and the advancement of his pupils, the relation which that quality holds to the uses of the object, and other circumstances. Some of these qualities, e. g. compressible, flexible, absorbent and others, have in the above types been distinguished by an interrogation-mark, to indicate that they may or may not betaught, according to circumstances. Indeed we do not insist upon any thing in these types except the fact that the impressions mustbe arranged so that all the impressions upon the same sense may be presented as a connected series, not interrupted by impressions upon the other senses; the impressions upon the sense of sight must be finished before we proceed to the impressions on the sense of touch, etc. It is equally essential that upon all objects the various senses be called into action in the same order. Only if this is done consistently, the pupil can acquire method in his observations and his descriptions, and both his observation and descriptions will increase in accuracy and completeness and consequently in value as they increase in method.

Increased attention is bestowed in this grade upon the definitions of the terms, whether they represent "new ideas," or ideas taught in the previous grades. If the pupils have been properly taught, this will be found a very pleasant and fertile exercise. Sometimes, though not too often in this grade, we call for definitions in different terms; generally, however, we are satisfied with drawing out in terms intelligible to the pupils one good definition, which the class will adopt as a standard. In these exercises the teacher cannot be too careful. The following definitions may serve as types:

Any thing through which we can see objects (distinctly) is called transparent.

Things are opaque when they do not let light pass. We say a rope is *lexible*, because we can bend it. We call things brittle when they are easily broken.

We say steel is hard, because it resists pressure (?).

When a term is applied in different senses, it is well not to confuse the pupils by giving the different meanings at the same time,

since for such comparisons greater maturity is needed than we can find in this grade. Thus in studying the hardness of steel we must carefully avoid allusions to hard water. Sometimes the lessons should be varied in such a manner as to teach at the same time qualities affied or opposed to each other. Thus, after discovering that glass is transparent, we may guide the child to discover that paper is translucent, tin opaque, etc. At any rate whenever a new quality has been discovered, the pupils should mension several objects possessing this quality and several that do not possess it; or we should ask (in the case of transparent) is this book transparent? Is this water transparent? Why do you say that glass is transparent? Why do you say that iron is not transparent? and other similar questions.

Again we ask sometimes in separate exercises for the opposites of qualities. The teacher will mention certain qualities rapidly, and the pupils in turn or collectively will name their opposites—thus:

Teacher.	Pupile.	Teacher.	Pupils.
Soft	Hard	Smooth	Rough
Light	Heavy	Elastic	Inelastic
Brittle	Tough	Odorous	Odorless
Flexible	Stiff	Sapid	Insipid
Opeque	Transparent	Cold	Warm
Bright	Dull	White	Black
_	•		etc. etc.

Again we cause the children to name a certain number of objects possessing qualities mentioned by the teacher. For instance:

Teacher.	Pupile.
Soft.	Cloth, feathers, cotton.
Light.	Feathers, cork, paper.
Brittle.	Glass, china, sugar.
Flexible.	Rope, paper, ribbon.
Opaque.	Slate, iron, wood.
Bright.	Silver, brass, china.
etc. etc.	etc. etc.

Very frequently, too, we cause the children to form sentences with the words taught in a certain lesson. Thus selecting the words spherical, soft, elastic, tough, from a lesson on the rubber ball, a class of twenty pupils formed the following sentences:

Peaches are spherical. I have a spherical piece of glass in my hand. Spherical things roll. Spherical things have no corners. We cannot find any edges on this spherical object. That piece of

wood is spherical. Velvet is soft. I like to sleep on a soft bed. John has a soft cap. Sally has a soft hand. A soft peach is good to eat. Steel is elastic. Elastic balls jump. This elastic steel is brittle. Are you fond of tough meat? Leather is tough. Glass is not tough, etc., etc.

Similar sentences are sometimes required in writing; also sheleton descriptions of objects that have or have not been studied. For instance:

A LUMP OF SUGAR.

Cubical. hard. soluble (in water.) Opaque, rough, friable. White. sweet.

Sparkling. odorless.

A COPPER CENT.

WATER.

Cylindrical insoluble (in water). hard. Opaque, smooth. resonant. Red (copper-col'd), tasteless, fusible. odorless metallic(?).

Bright,

Liquid, colorless. tasteless. wet, Transparent, odorless, bright, wholesome.

A TALLOW CANDLES.

Paris. Qualities. Tallow. The tallow is cylindrical,

Wick. yellowish white.

opaque (translucent),

dull not very hard,

smooth.

greasy, etc., etc.

The wick is cylindrical,

white, opaque, dull,

soft.

smooth, etc., etc.

In most cases, however, it will be found too difficult a task for the children of this grade to give the skeleton description of compound objects, such as the tallow candle, and we should therefore avoid them until the children reach the next grade.

Another very useful exercise, and one in which the pupils will be particularly interested is to describe an object without naming it,

and let the children guess the name. For the sake of variety, as well of self-reliance in the pupils, they are often called upon to frame such riddles themselves for solution by the class. Thus, the teacher or a pupil says: "I am thinking of a cylindrical object; its color is light brown; it is opaque; it feels soft, velvety, smooth and very light; it has neither taste nor smell, and is elastic, porous and quite tough." Probably the pupils will find it easy to guess the name of the object. Should they hesitate, add some of the uses of the object, or some other fact connected with it which will facilitate the solution.

If the answer is found, the teacher should sometimes require a proof for its correctness, which would of course result in a description of the object on the part of the pupil. If the answer is incorrect the pupil is skilfully led to discover his own mistake and to correct it himself. An ingenious teacher placed a number of objects on a table before her, described any one of them, and asked some pupil to pick it out from the collection, and then caused the pupil to describe the selected object. Sometimes she would describe an object not on the table, an artifice, however, which puzzled her pupils only the first time; the ludicrous errors which they committed in their anxiety to find the object on the table made them remarkably careful and circumspect; ever after they looked before they leaped. Sometimes again she would take up any object and describe it with occasional mistakes, the bright pupils rarely allowing these mistakes to pass uncorrected. No doubt the germs of self-reliance which that teacher planted in the souls of her pupils, will bring forth delightful fruit!

The terms relative to shape and position are merely introduced in these lessons; they are studied more fully in separate exercises, which will be discussed hereafter.

The Library of Congress, at Washington, founded in 1815, now numbers about 80,000 volumes. The annual appropriation for this library is \$5,000 for miscellaneous, and \$2,000 for law books. Of the whole collection about eighteen thousand volumes are works relating to jurisprudence, forming probably the largest law library in the country. The balance are works of permanent value, ephemeral publications being kept within narrow limits.

ETYMOLOGY—NO. VI.

by R. M. CHAPMAN. VERBS 2.

The auxiliaries do, shall, will, may, can and must are joined with the infinitive of the principal verb, the prefix to being omitted.

These combinations are almost universally regarded as moods and tenses, inasmuch as they supply in our language such parts of the verb of other languages. But from this view we dissent for reasons which we submit to our readers, in the confidence that with them, as with us, argument is of more weight than authority.

It cannot well be denied that all combinations consisting of similar parts, should be regarded in the same manner; else grammar rejects a principle which is admitted in all other sciences.

Now, do love and may love are alike in their composition, each consisting of an auxiliary and the infinitive of the principal verb. If, then, one of them is an indicative form how can it be denied that the other is also?

Similar combinations are not uncommon in Latin. Possum scribere, like its English equivalent, "I can write," is composed of an auxiliary and infinitive. Whatever modification of its sense the principal verb receives from the auxiliary, no one pretends that that modification determines the mood. That is fixed by the form of the verb: and so it should be in English.

Or if we look at the signification, "I can write" is as truly a declaration of a fact as "I do write." So also may, in its combinations, whether it is taken in the sense of, it is possible, or it is permitted, contains a simple declaration and is a proper form of the indicative mood. Just as may and can are made to be signs of the potential mood so shall and will are made signs of the future tense, and with no more propriety.

We must take the language as it is, not as it should be. The English verb has no future tense. The language has periphrastic forms to express futurity; but a tense is properly an inflected form of the verb. Of such forms we have only a present and a past. The combination of the past participle with have is admitted as a perfect tense, not only because similar combinations are recognized as tenses in other languages, but also because of the change of meaning which the participle undergoes in this combination.

Shall and will, though they generally denote futurity, by no means have uniformly that signification. "Thou shalt not kill," is a mere prohibition, and except being a little more authoritative, has just the sense of "Do not kill," and if translated into Latin it is expressed by the present subjunctive. So when our Lord said to the unbelieving Jews, "Ye will not come unto me that ye might have life," he was not predicting, but rebuked their present rejection of his grace: and if we turn to the passage in the Greek Testament we shall find that "will" is there represented by a verb in the present indicative, and "come" by an infinitive. In these and the like cases, "shall" and "will" have their normal sense, whereas the signification of futurity is but an accommodated one. In giving an etymological designation to these combinations, it is certainly expedient that it be one which will properly embrace every sense rather than one that is only partially true. In our own practice we call them composite tenses; shall love and will love composite present; should love and would love composite past.

There is another advantage, of the first moment, in this method. It enables us to exhibit the relation of shall and should, will and would, &c., as present and past forms of the same verbs.

I say, "I think I shall go to town to-morrow." On the next day I refer to the remark in these words: "I thought I should go to town to-day." It is plain that in these sentences "shall go" and "should go" are in all respects the same, save that one belongs to present time and the other to past. Whatever signification of futurity is in the one is in the other also; if the former is in the indicative mood, so is the latter also. But in the method in use, "shall go" is made future indicative, while "should go" is past potential, and no notice whatever is taken of its signifying futurity!

The future signification of shall and will can always be easily determined by substituting for them some other one of the forms by which we express futurity: thus, for "I will write to you soon," we may say, "I am going to write to you soon;" for "A battle will be fought in a few days," "A battle is going to be fought in a few days."

The experience of some years in this method of treating the compound forms of the verb, has satisfied us of its superiority, as being at once inartificial and thoroughly consistent, as well as, in drawing the attention of the learner to the exact meaning of the words which he is examining.

Primary Teaching.

Je S

ANNA P. BROWN, EDITRESS.

ARITHMETIC:

BY JESSE H. BROWN.

It is a fact worthy of attention, that many boys have to be taught to ADD, after they have finished school and gone to business.

This, I apprehend, arises from failing to train children properly in the fundamental operations of arithmetic at the proper time: Which, not being done at the right time, is never done, and the children go on to the more advanced portions of the subject, without the preparations necessary to success.

Arithmetic is an impertant branch of study, but it engrosses too much time at school to the exclusion of other things of equal importance, simply because pupils are not prepared to study it, by a clear understanding of the fundamental ideas of the science, and an ability to perform its elementary operations with rapidity and precision.

It is the object of this and of other articles that may follow to indicate some simple methods by which these ideas may be developed, and this facility of operation acquired.

The first day a child goes to school he should be provided with a slate and pencil and commence learning to count. The slate and pencil, however, are not so essential to his counting exercise as a pocket-full of beans or marbles. In fact, a pint of beans or of corn is worth more to teach children arithmetic than any text-book ever written.

It is a principle in all teaching, that elementary definitions and ideas should be made perfectly clear and familiar to the mind of the pupil, before any material advance in the subject is undertaken.

Indeed, no attempt at advance should be allowed at all, until he is thus prepared, and then he should be required, at every step of progress, to test his knowledge by practical application.

Applying this to arithmetic, it is evident, the first effort must be to awaken in the mind of the child clear ideas of numbers, without reference to any system of naming or notation. The mind must be trained to grasp the full perception of them, and their relative value, by observation upon surrounding objects and familiar things, and when the abstract idea is thus acquired, the conventional symbols by which they are represented may be learned.

It is a fact, as notorious as it is lamentable, that there are thousands

of pupils in our schools who have been dragged through all the horrors of Long Division and Compound Numbers, that have no idea of what numbers are. They learned to count by rote—learning the names of the numbers as they do a list of names in Geography—never having the least intimation given them that there is a difference between the number itself and the figure that represents it.

It seems unnessary to occupy much space detailing the methods that may be used in teaching children to count by means of the Counting Frame or a quantity of beans or marbles. Teach them to count ten or twenty forward and backward, always using objects to illustrate until it can be done without any hesitation. This counting backward is of great importance. It is the foundation of Subtraction. Hold an empty basket or other vessel up before the class; ask what is in it; they will all answer, "Nothing."

Explain to them that nought and nothing are the same. Put one object in the basket; ask how many are there now; all say "one;" then you say "nought and one are one." Children repeat. Take the object out and show them that "one from one leaves nought." Require them to repeat this with marbles in their hands, or marks on their slates, until they understand it thoroughly. Advance to two and return to nought in the same way, and have it repeated until you know they all understand it. Advance to three and subtract as before; to four and subtract; and thus advancing one at a time, proceed to twenty or more.

The same process may be carried to one hundred and back again to nought: but so large a number of objects is cumbersome and the operation tedious, while a smaller number, if properly used, serve for all necessary illustration on this point.

When the children can count in this way readily, their knowledge should be tested by requiring them to connect with the name the corresponding idea of the number, by calling on them to make three, two, six, or any number of marks on their slates, or to place four, five, nine or any number of objects on the table or floor or to form themselves into groups of different numbers, &c. They should also be exercised in applying the proper name to any number of objects when presented; thus, produce different numbers of marbles or beans and require them to tell immediately how many there are, or make different numbers of marks on the board and require them to name them, &c.

These exercises may be extended indefinitely as circumstances and the ingenuity of the teacher will suggest: count the pages and lessons in the readers—the number of scholars in school, the number of boys and the number of girls, &c. Always keeping in view that the object is to impress the mind with the true idea of numbers—that one differs from another solely in the number of single things it contains, carefully dis-

criminating by actual illustration with objects, between the name and the group of objects to which it is applied, and showing the connection and application of each to the other.

All this should be done and done faithfully before any thing is said about the characters by which different numbers are represented in calculation. These figures may here be given, and learned in connection with the different numbers they represent; at the same time great care should be taken to make they represent; at the same time great care should be taken to make they represent; at the same time great care should be taken to make they represent; at the same time great care should be taken to make they represent copy for the children at the very start. Make one mark on the board, and by it make the figure 1; under the one mark make two marks, and under the figure 1 make figure 2; and so on to ten or twenty, exhibiting side by side the figures and collection of units each one designates. Let the children copy this, and put groups of objects on their slates and place by them the figures representing the number in each; do the same with marks on the board and on their slates; in short, do every thing you can think of to fix in their minds the fact that figures only represent numbers, and are of themselves really nothing.

The failure on the part of many pupils to get just this one idea, has hung, ever after, as a dark cloud over their minds, observing the beautiful properties of numbers, and darkening their pathway up this 'fill of science.' And though age may now whiten the locks of some of these same pupils, the cloud floats there yet, and I suppose will continue to float until the "great trumpet sounds."

With a thorough drill, about as here indicated, extended and modified by all those suggestions occurring to the ingenious and earnest teacher, children are prepared to proceed to Addition and Subtraction, which may be treated of at some future time.

To some, these and similar processes may seem slow and unnecessarily tedious, and to some they may even appear foolish, but it has been very justly remarked that "that plan of early instruction which dwells long on first principles, and does not haste to make learned, will, in the end, be acknowledged as the most economical, because the most effectual."

Of course the judicious teacher will dwell on such lessons only so long as there is need of them, at the same time avoiding the opposite extreme of rapid but unsound progress.

Severe problems do not teach Science, but Science will solve all severe problems, and we would use problems only as a means of elucidating Science.—Robinson.

Examiners' and Trustees' Department.

EDITOR SCHOOL JOURNAL: I see by the recent communication of our State Superintendent, that he is unwilling to reverse his opinion expressed in March No. 1863, of your Journal, that teachers may be lawfully paid who have been illegally employed. I am truly sorry he persists in so vital an error. For although it is an erroneous decision, and illegal, and therefore void, it is calculated to mislead Trustees and others concerned in the management of schools, and render, in a great measure, nugatory one of the most wholesome provisions of our school law. If it be true, as he admits, that hiring an unlicensed teacher, "is clearly at variance with the provisions of the School Law," then the contract of hiring is void and the labor performed under it prohibited by law, as well as contrary to public policy. A contract to do a thing prohibited by law is void. Siter et al vs. Sheets, 7 Ind. 132; The State vs. Coquillard, 6 Ind. 232; The Madison Ins. Co. vs. Forsythe, 2 Ind. 483. So is a contract against public policy. Burger vs. Rice, 3 Ind. 125.

But, the Superintendent seems to think equity would entitle the Teacher to his pay, if such employment be acquiesced in, on the ground that the Teacher has innocently and in good faith rendered valuable service. But the Teacher is bound to know the law governing the contract; he is therefore a particips criminis, as well as the Trustee; and is he entitled to take any advantage of his own wrong? The law deems his services not only of no value, but absolutely injurious, and therefore prohibits them. Mr. Superintendent thinks they ought to be paid for, and that out of the School Fund, which the Constitution declares secred to Educational purposes.

The Superintendent, however, proposes a remedy in cases where the Trustee and Teacher violate the law. It is to appeal. Well, suppose some meddlesome person appeal from the action of the Trustee, to the County Examiner, and the Examiner decides, as he necessarily must, if he is sworn into office, that the hiring is illegal for want of a license. Then the Trustee disregards the decision; a lawsuit follows, or the Teacher continues through his term; or, perhaps both events take place; for several months or even years may pass away before the lawsuit is decided. In the meantime the children of the district are defrauded of their education, because the teacher was an incapable. At the end of his term Mr. Ignoramus receives his money of the law-defying Trustee and goes on his way rejoicing. This was surely never intended by the framers of our School Law. Cases of this kind have occurred within my knowledge, and they will continue to increase in proportion to the extent

to which the Superintendent's decision is, and will be made known, unless he reverse it.

The Superintendent seems to think his decision subverts no provision of the School Law. True it really does not, because it is coram non judice, and, therefore, void in itself. The law gives him no power to make such decisions, nor any decisions, except on appeal from the County Examiners. Even then his decision is only equivalent to that of a Court of Conciliation, which touches the question of costs only, in suits brought on the same grounds, in a court of justice. But this decision misleads, and makes difficulty instead of avoiding it. Let the Trustee follow the plain and obvious intent of the law; hire no unlicensed Teacher, and if he find himself deceived by the Teacher's misrepresentations, that he has a valid License when he has none, or an old expired one, let him withhold the pay. Surely, such a Teacher can deserve no pay. Every princaple of English and American jurisprudence forbids payment for such services; services rendered in violation of law. The Trustee himself would be clearly liable to the Township for thus misapplying the funds. the same as though he had paid them for cards, obscene books, or any other illegal purpose. The Trustee is not a legal party to the hiring, but only the agent of the Township; and although a voidable contract between private individuals may, in some cases, be cured by the act or acquiescence of the parties; yet those who deal with a Government agent or public officer, are bound to know the law and the extent of the agent's authority; and it is certainly to be presumed that a contracting Teacher knows whether or not he has a License.

Our Common School System had just begun to work admirably, under the attentive and watchful care of a Superintendent deeply imbued with the liberal spirit of progress, and impressed with the infinite importance of education in a free Government. An efficient system of Examination and Licensure of Teachers had been organized in every county in the State, and the Examiners had been duly reminded of their duties, to suffer no incompetent persons to occupy the Teacher's platform in our schools. Every thing seemed to promise well, when this unfortunate decision appeared in the School Journal, to poison and corrode the very vitals of the system. The County School Examiners may hang their harps upon the willows. Their occupation is gone if this decision is the law.

FRANKLIN.

Aug. 14th, 1863.

EXAMINER'S CIRCULAR.

We insert the following Circular that the "Laodiceans" in some of the Sch. Jour.—29.

"Inke-warm" regions may see the status toward which certain counties. led by their Examiners, are working.—ED.

EXAMINATION OF TEACHERS.

The undersigned, School Examiner of Hendricks County, Ind., will hold public Examinations of Teachers at Danville, at 10 o'clock, A. M., on the last Saturday of every month until further notice is given.

Applicants unacquainted with the Examiner are required to bring satisfactory evidence of moral character, and must be fully acquainted with the six branches required by law before they can receive a certificate; and those holding certificates of low grade will not be licensed a second time unless there is at least ten per cent. improvement.

Teachers who do not read educational journals cannot keep up with educational improvements; therefore, no teacher who is not a subscriber to an educational journal will receive a certificate for a longer period than six months, no matter what his qualifications may be. Five percent, will be added to subscribers of an educational journal.

N. B.—No license granted except on regular examination days.

D. M. COX, School Examiner.

Danville, Ind., July 15th, 1863.

TEACHERS' LICENSES.

The first supply of licenses printed by the Committee of the Examiners' Convention having been exhausted, a new lot has been ordered, and can now be had by addressing the editor of the School Journal. Price, '80 cents per hundred; expressage 25 cents.

MEETING OF THE SCHOOL TRUSTEES OF MARION COUNTY.

Pursuant to notice the Trustees of the several townships of Marion county met the County Examiner at Bryant's Commercial College, for the purpose of making report of enumeration and for the transaction of such other business as might come before the meeting.

On motion James Turner was called to the chair, and J. A. Ferguson elected Secretary.

A committee of three was appointed, consisting of John Wiley, J. L. Jessup, and Wm. Huston, for the purpose of recommending time of opening public schools throughout the county.

A committee of three, James Turner, Wm. Vance, and Robert Stewart, was appointed to report on "Text Books."

The committee on time of opening schools made the following report, which was unanimously adopted:

"We, the committee appointed to take into consideration the time of

commencing schools, recommend that the schools throughout the county should be opened as early as the first Monday in October.

J. H. WILEY, Chairman."

The committee on "Text Books" made the following report, which was unanimously adopted:

"We, the committee, beg leave to make the following report: Believing that frequent changes in Text Books are detrimental to the interests of schools, recommend those now in general use throughout the county—McGuffey's New series of Readers; Ray's series of Arithmetics; Spencerian Writing Books; Pinneo's Grammars; Cornell's Geographies; DeWolf's Speller; Goodrich's History of the United States; Ray's Algebra's, and Webster's Dictionary (Academic or Quarto).

JAMES TURNER, R. M. STEWART, WM. VANCE.

The following resolutions were unanimously adopted:

1st. That each Trustee supply each School District of his township, with a copy of Grant's Common School Register.

- 2d. That we, as Trustees, hold it to be our duty to visit the schools in our respective townships as often as twice per quarter, one of these visits to be made within three weeks from the time of opening said schools.
- 8. That we deem it indispensable that every person offering his or her services as teacher, should read at least one educational journal; also that he or she should feel it an indispensable duty to attend the different educational associations which meet in Marion county.
- 4. That it is the judgment of this body that the peace of the community and the interest of our schools imperatively demand that section 27 of the School Law should be so amended as to give the employment of the teacher directly to the Trustee, without reference to any vote of school meetings.
- 5. That the Trustees of the several townships use their best exertions to establish at least one graded school in each township.

Remarks were made by the Examiner, Cyrus Smith, and Professor Hoss, as to the duties of Trustees and others connected with the management of the educational interests of the county.

Ordered that the proceedings of the meeting be published in the city papers and School Journal.

On motion, adjourned.

JAMES TURNER, Ch'n.

J. A. FERGUSON, Sec'y.

TRUSTEES RIGHT TO TAKE THE JOURNAL.

As only about 150 of the Trustees out of 966 are as yet taking the Journal under Superintendent Rugg's decision, we reproduce his decision that other Trustees may see it, and we hope avail themselves of the privilege conferred by said decision. We have testimony from both the testimone that those Trustees who have been reading the

Journal are more fully in the spirit of their work than those who do not. Trustees, will you forward your names for the Journal, thus securing, at least, some aid in your work?

Teachers, will you show Trustees the following letter, then request them to forward their names, or you forward for them? For terms of Journal see first page of cover.—ED.

OFFICE OF SUPERINTENDENT, \(\)
Indianapolis, Dec. 31st 1862.

PROF. COLE,—Dear Sir: To your inquiry, as to whether the Trustees charged with school duties, have the right under the Law, to subscribe for the Indiana School Journal, for the use of their respective offices, to be paid for out of the special school revenue in their hands, I answer that I think they have such a right. Section eleven of the School Law provides in substance, that necessary expenses, in providing for, and organizing their schools, may be paid from that revenue.

I understand from its managers that "The School Jeurnal" is to be made by them a kind of medium for the publication of the official decisions and proceedings of the officer at the head of the Department of Public Instruction for the State, and as such medium, the Journal will become a very useful, and perhaps necessary fixture to the office of School Trustee, for the improvement of the schools.

Very respectfully, your obedient servant,
SAMUEL L. RUGG,
Sup't Public Instruction.

Department of Public Instruction.

OFFICE OF SUPERINTENDENT, Indianapolis, Sept. 15th, 1863.

Question 26. I wish to unite two small schools which are situated near each other, and to locate the house for the school thus formed at a point more convenient for the patrons of the school. Am I, as Trustee, empowered to make these changes?

ered to make these changes?

Quzz. 27. Both of the houses now occupied by these schools are built upon lands for which the township has no title, beyond the time they may be occupied for school purposes. Can I, as Trustee, without the consent of the ewner of the land, remove one of these houses to a more convenient location?

TRUSTER.

Ans. 1. To the first question I answer that the ninth section of the School Law is construed to empower and authorize Trustees to make such changes as are indicated by the question. That section gives to Trustees great power, to be exercised with discretion, and with a due regard to the interests of the schools and of the inhabitants forming the school districts.

Ans. 2. To the second question I answer that in the absence of any agreement on the subject, the houses are part of the realty, and belong to the persons who own the land in fee, on which they stand. Such ownership is frequently modified by agreement of the parties, so as to give to the Trustee the right to sell or remove the house. This right to sell or remove the house, must be determined by the circumstances of each particular case; and of them, in the case you present, I am not informed.

In this connection I advise Trustees to never expend any public money toward building school houses, until they have procured for their township, town or city, a good warranty deed, in see simple, for the land on which they propose to build.

Ques. 28. Are the Boards of County Commissioners empowered by law to fill vacancies which occur in the office of School Examiner at any other time than at the expiration of the regular term of office?

Qu. 29. Are such Boards empowered by law to remove School Examiners from office.

Ans. The County Commissioners are empowered to fill vacancies in the office of School Examiner, at any of their regular sessions. But I know of no law which empowers them to remove a School Examiner from office.

The 9th section of the 6th article of the Constitution provides that vacancies in county, township and town offices shall be filled in such manner as may be prescribed by law. And the 4th section of the 115th chapter, 1st vol. Revised Statutes, page 512, prescribes that manner. The office of School Examiner, being a county office, comes within that provision.

The 8th section of the same article of the Constitution provides that "All State, county, township and town officers may be impeached or removed from office in such manner as may be prescribed by law." I am not aware of any law which provides for the removal of School Examiners from office. I am quite sure that there is no law which prescribes a manner for their removal by the Boards of County Commissioners.

Samuel L. Rugg,

Sup't Pub. Instruction.

Mr. EDITOR: In the August number of the School Journal, a "School Examiner" excepts to a decision which was made by me, and published in the May number of the Journal, relative to the resignation and employment of teachers. If the Examiner had been long and familiarly acquainted with the practice which very extensively prevailed in the State, of designating teachers by memorial in writing, and with the history of the present prevision of law on the subject, I think he would not have taken exception to the decision.

Prior to 1855 there was no designation of teachers by school meetings provided for by law, yet the practice was quite common for the patrons of a school to designate by a writing in the nature of a petition, or memorial, the teacher they wished the Board of Trustees to employ for them. That is a right which is co-extensive with public schools in the State, and undoubtedly still exists. In the revision of the school law. in 1855, school meetings were for the first time empowered to designate teachers, and in the revision of that law in 1861 that power was continued in section twenty-five. The method provided in that section for the designation of teachers was not intended to be the exclusive one. It is held to be accumulative, additional, and to facilitate the exercise of a right which had always existed, and been extensively exercised in the State. This construction is strengthened by the language of the twenty seventh section of the same law. It provides that "The Trustee" shall, in every case in which a majority of the voters entitled to vote at school meetings have designated the teacher they wish employed, employ the same," &c. It is a fact, quite notorious, that such a majority but rarely attends school meetings, and if that was the only method of designating a teacher, it could but rarely be lawfully done.

Adopt either mode of designation, and the Director may very properly be the organ of communication between the inhabitants forming the School District and the Trustee. If in one case a Director presents to the Trustee a memorial in writing, by which a majority of the voters entitled to vote at school meetings, designate a teacher; and in another case a Director presents the proceedings of a school meeting, by which a like majority has designated a teacher, the proceedings in each case are equally binding upon the Trustee; because section twenty seven provides that in every case in which such a majority has designated a teacher the Trustee shall employ the person designated: Provided he has a license to teach and can be had on reasonable terms.

The Examiner appears to have been led into an error by not comprehending the difference between elections and school meetings. There is but little similarity between them. School meetings are business meetings held by the patrons of the school for the transaction of business relative to the school; and partake very little, if any of the nature of general or municipal elections. The laws and rules of elections do not apply to them. They are governed mostly by the rules which govern deliberative bodies. The Director is, by virtue of his office, chairman of the meeting.

The Examiner regards this decision as unfortunate. If it is so, I cannot help it, because to my mind it is clearly in accordance with the law. If the law on the subject needs amending, and I very much think that it does, let us unite our efforts to have it amended.

In the same number of the School Journal, "Teacher" alleges that in

the late action of the Board of Education for this State making a change in text books, there was no provision made for English Grammar, nor Descriptive Geography, and asks, "Why is this?" &c, It is because ample provision was before made, for text-books in these branches of learning.

The text books lately added to the list by the State Board of Education, excel in their practical utility, almost beyond estimate, the ones displaced by them. It is believed that their use in the schools will save much of the valuable time of the pupils and of the teachers, introduce into the schools great economy in the business of teaching, and make better scholars in the branches to which they relate. Other text books have been long tried and approved, to be sure; but we cannot say that they ought to be retained, when a change can be made, in favor of works of greatly superior merit and excellence. The sickle and the flail are long-tried and approved agricultural implements, but should they, on that account, keep out of use the Buckeye Reaper, and the Pitts' Separator?

He further alleges that some four years since a school History of Indiana, by Dillon, was placed on the list of authorized school books. Of this matter I know but little beyond that which I derive from the minutes of the State Board of Education. From that authority it appears that the Board held a meeting on the eleventh of April, 1861, and approved and adopted a list of text books, amongst which, and for instruction in History, is to be found "Dillon's School History of Indiana." I presume that the Hon, Miles J. Fletcher, who was then Superintendent of Public Instruction and President of the Board, in officially submitting a list of text books to the Board, for approval and adoption, miscalled the title of the work which he intended to place in the schools. I very much think that the book which he intended to introduce into the schools by that proceeding was one which is entitled, "A History of Indiana from its earliest Explorations by Europeans to the close of the Territorial Government, in 1816." If he intended to introduce that work into the schools, for reference and general instruction in matters relating to the early history of Indiana, I entirely concur with him, and commend the book for that use.

The allegations and exceptions to which this relates did not come to my knowledge until it was too late to correct them in the September number of the School Journal.

> SAMUEL L. RUGG, Sup't Pub. Instruction.

The first duty of the State, and the surest evidence of good government is in the encouragement of education.— De Witt Chinan.

EDITORIAL-MISCELLANY.

CINCINNATI SCHOOLS.

Kind Reader, led by a desire to benefit both yourself and myself, I spent a week, a short time since, in visiting and studying the Public Schools of Cincinnati.

As my sole aim in this article is to present that which is either practical or instructive, and when possible, both, I shall spend no time in praising or dispraising either the teachers or the schools farther than to say I have never seen schools that pleased me better. Further, it may be added that no progressive teacher can visit and study these schools for a week without profit, a profit which, under favorable circumstances, will richly pay him for outlay of time and money.

I. GENERAL FACTS.

The number of children in the city between the ages of five and twenty-one years, was according to the census of 1861, 80,451. The number of pupils enrolled in the schools last year, was 21,611. The number of teachers employed was 348. The number of schools is 22, 17 District Schools, 3 Intermediate, and 2 High Schools. The aggregate salaries paid last year were \$146,703.50 The salaries for the current year have been considerably raised. District Principals who received \$1,068 last year, receive \$1,200 this year. This shows liberality, or rather justice on the part of the Board, higher prices of living demanding higher salaries. It were well, were all Boards so considerate.

II. CLASSIFICATION.

The schools are divided into three classes, namely, District, corresponding in some cities to Wards, Intermediate and High.

The district schools are the most primary, embracing six distinct grades of advancement. These grades are designated by the letters, A, B, C, D, E, and F,—F being the lowest and A the highest. While a detailed statement of the studies comprised in each grade would be profitable to any one critically studying graded schools, it would be tedious to many of my readers—hence it is omitted. It may, however, be stated in general terms that these six grades comprise all the studies from the alphabet up to and inclusive of McGuffey's Fifth Reader, Pinneo's Primary Grammar, as far as Mode, Ray's Mental Arithmetic through the first twenty one sections, Written Arithmetic through Compound Numbers, Geography through White's Class Book, Spelling, Penmanship, Composition, Object Lessons and Drawing. Six years is the time allowed for the completion of the work in these grades, one year to a grade

Being of less interest to the majority of my readers, the studies of the Intermediate and High Schools are omitted.

III. ADMINISTRATION.

The administration is entrusted first and generally to a General Superintendent whose duties are those common to Superintendents in other cities, relieved, however, from much of the details by the District Principals, or Local Superintendents.

Each District, consequently each house, has a Principal, who gives his time to supermending the schools in that house. His business is, in every proper sense, that of a Superintendent. He spends his time in visiting the rooms, conferring with the teachers, administering discipline, hearing and answering requests and complaints of parents and pupils, taking care of grounds, buildings, &c., on to the limits of a minute and efficient Superintendency. This feature of District or Local Superintendency is, I believe, peculiar to the schools of Cincinnati. Further, I believe it to be one of the supreme excellencies in the system of these schools. The General Superintendency would be so general, that it would be all general and no special, nothing in detail receiving attention. Indeed, as there are three hundred and forty eight teachers and as many rooms, the Superintendent would need an introduction every time he passed around his circuit, the time being so long that both pupils and teacher would forget him. Other large cities would, in my judgment, do well to consider this feature in the Cincinnnati schools. This last remark is not intended for any city in Indiana, there being none sufficiently large to demand such a supervision.

IV. CLEANLINESS OF ROOMS.

Notwithstanding some of these buildings have in them fourteen hundred pupils, the rooms and halls are as clean as a church.

Reader, you say this statement wears an air of extravagance. So it does, and I would have said just as you say, had I not seen for myself. It is proper to state, however, that I was there the last week in August, when the streets were dusty, hence there was no mud to be carried in. But every experienced teacher knows that mud is not the only element of school room litter.

Further in this connection, I examined several rooms in the newer buildings, for the purpose of finding pencil marks, but to my gratification found none. I did not extend my ocservation to the desks, but infer their safety from hacks, scars and scratches.

Reader, allow me to say in passing, that the cleanliness and good taste of these buildings, are praiseworthy features, worthy both of commendation and imitation. That intolerable vandalism so prevalent in schools both public and private, which exhibits itself in breaking plastering, penciling doors and stairways, marking, hacking, and otherwise defacing

seats, is simply execute, detectable, abominable, and ahould be forthwith and forever abandoned. Reader, will you commence the reform in your school?

V. CALLING AND DISMISSING SCHOOL.

Two features in the calling in and sending out of the pupils are to my mind particularly worthy of note. The first is what they technically call "forming"-i. e. forming into line preparatory to coming into the To specify, the bell taps for morning opening; the pupils are all in the play grounds; in a moment, not in a half nor quarter of a minute, but as above said, in a moment, you see pupils running, sometimes elbowing their way, in every direction, and in a moment more you see four or six lines forming, the head of each line resting near some of the entrances of the house. In a time from a quarter to a half minute more. the lines have stretched back to or near the fence, every pupil being in line. Here stand ready for marching, in Indian file, six or seven hundred boys, all quiet, no pinching, pushing, or talking, indeed but very little whispering. They are awaiting the tap of the bell, when all will move. ascending the stairs, and passing through the halls in the same order. But reader, as a half minute remains before the signal for moving, let ns step to the other end of the hall and look out upon the girls.

Here you see the same number of columns, about the same number of pupils, the same order, with the addition perhaps of a little more grace and symmetry in the lines. The bell taps, and those eight or twelve columns commence moving at the same moment, two columns entering the same door and ascending the same stairway, one on one side and the other on the other. This is all done without noise, other than the necessary noise from the feet, and this is but little. There is no talking, no whispering, no breaking ranks: in short, no more disorder in general than in the ranks of well-drilled soldiers.

But, say you, what about the time consumed? In one building, I saw fourteen hundred taken in and seated in four and a half minutes. The Principal in answer to my inquiry, said, after the pupils were drilled a little (for this was the second week of the term) he could have them all seated in three and a half minutes after the tap of the first bell. So much for discipline. Besides the securing of admirable quietude in the halls and rooms, I am fully persuaded that the discipline has a good effect. The first effect is the inculcation of habits of promptness. As above intimated, there is no delay, to get a drink, to finish a game, or even close a sentence, after the signal to form in line. A second effect is the habit of moving smoothly and orderly. A third and perhaps most important effect is acquiring the ability to keep the tongue still in large bodies under strong talking temptations. Who has not heard tongue clatter enough from forty pupils coming in from recess, to split the ears

of the groundlings? What the amount would be, under like circumstances, of fourteen hundred, our arithmetic doth net affirm.

The dismissal of the pupils is in the same order so far as circumstances admit. They march out without noise, and without communication with one another, until outside of the building. In order to secure this quietude in some of the buildings pupils are detailed to the heads of the respective stairways, as monitors. In other buildings, the school rules vitalized by the occasional presence of a teacher in the halls or on the stairway, secure the result.

(To be continued.)

REPORTS OF INSTITUTES.

WAYNE COUNTY NORMAL SCHOOL.

The second session of this school opened in Richmond on Monday, 21st July last, and closed on Saturday, 30th August, continuing six weeks. Seventy six names were entered the first day. Whole number enrolled during the session, one hundred and twenty eight. Average attendance, one hundred and fifteen. Ninety two were from Wayne county, and six from Ohio. The others were from different parts of our State.

The school was under the joint management of Hiram Hadley, Examiner for Wayne county, Geo. P. Brown. Sup't Richmond Schools, and Daniel Hough, Prin. 1st District School, Cincinnati.

The first two days were spent in a rigid examination, from printed questions, in Arithmetic, Grammar and Geography, and in carefully grading three classes in each. These whose per cent on examination was eighty or above constituted the A class in each study, those from fifty five to eighty the B class, those below fifty five the C grade. This method of grading was a great improvement on the plan pursued last year, being much more satisfactory both to teachers and students, and adding much to the success obtained. These branches were thoroughly reviewed by all the classes, and the recitations, as a general thing, were conducted by the teachers as models, illustrating their methods of teaching them.

An examination was also held in Orthography, and two grades formed in it. The first took up Etymology and Analysis of English Words. The recitations were conducted in an entertaining manner by H. Hadley The second grade was taught by Mr. Brown, the exercises consisting principally of practical lessons illustrating various methods of conducting recitations in spelling and discussions of the same.

Two classes were formed in Elocution, and were led mostly by Messrs. Brown and Hough, in which great attention was given to primary Reading and methods of teaching it. McGuffey's and Willson's 1st, 2d and 3d Readers were used most of the time.

A large share of attention was given to methods of primary instruction, a special hour being set apart each day for their consideration; in connection with which Mr. Hough conducted a class in Object Teaching, using Shelden's Manual of Elementary Instruction as a text book, and drilling casefully in systematic methods of given lessons in that important branch.

Three quarters of an hour was spent each day in a drill in Penmanship under H. Hadley. The advancement made in this particular, and the continued attention and interest manifested by the large class was exceedingly commendable,

Lessons in Vocal Music were given by Mr. Brown from eight to nine o'clock every morning before the regular exercises of the day commenced. The progress of this class was also very creditable.

About three evening-meetings were held in each week for general discussion of subjects pertaining to teaching, such as School Government, Conducting Recitations, Securing regular and prompt Attendance, Moral Instruction, &c. The benefits resulting to young teachers, and indeed to all, from these discussions can scarcely be estimated.

Social meetings were also held in the evenings, about one in each week, for the purpose of extending social acquaintance and having a "good time." These meetings were enlivened by music, readings, speeches, &c., and were profitable as well as pleasant.

Visits from Hon. John D. Philbrick, of Boston, W. D. Henkle, of Lebanon, O., Henry C. Speneer, of New York, W. E. Crosby, ot Cincinnati, Prof. Hoshour of Indianapolis, and others, contributed to the instruction and entertainment of the Institute.

The Journal read at the close of each day's session afforded an additional medium for discussion, and for presenting miscellaneous matter to the school.

No classes were formed in any of the higher branches; the desire of all the teachers seemed to be to become more efficient in the "great fundamentals" that they have so much necessity to teach, and to acquire new and systematic methods of presenting these subjects in their schools.

Altogether the testimony of those connected with the school, as expressed below, is unanimous in favor of such Institutes. They not only give time for more work to be done, but afford opportunity for teachers of different sections to become intimately acquainted, forming a kind of brotherhood, the influence of which by no means ceases when they return to their homes.

The following preamble and resolutions were unanimously adopted by the school at its close.

J. H. B.

Richmond, Sept. 4, 1863.

Wayne County Resolutions.

Whereas, Normal Schools of several weeks' duration aws; in some degree, a new feature in the Educational affairs of our State, we, the members of the Wayne County Normal School for 1863, feel at liberty to express ourselves in regard to them as follows:

Resolved, That, in the absence of a State Normal School in our State, we believe Normal Institutes of five or six weeks in length afford to teachers the best means of improvement, and preparation for the practical duties of their profession.

Resolved, That saide from the great amount of valuable instruction imparted by the conductors of these Institutes, the social acquaintance and interchange of ideas and methods attending the association of so many teachers, for so long a time, tends to elevate the standard of education, and is a source of pleasure and profit that we cannot well dispense with.

Resolved, That when so much is not attempted as to tax too heavily the physical and mental powers, the pleasing excitement and refining influences apt to prevail in these schools, render them a MEANS OF RECREATION as pleasant and elevating as any in which teachers can engage.

Resolved, That it is the duty of every teacher, so far as is at all practicable, to avail himself of the advantages afforded him by these schools, to become more efficient in his profession; and he that fails to do so should not be regarded as a worthy member thereof.

Resolved, That it is the duty of our State to establish State Normal Schools, for the thorough training of those who are to mould the characters of the fature citizens of the Commonwealth.

Resolved, That we tender our hearty thanks to the teachers of this school, for the very efficient and successful manner in which they have conducted it.

Many thanks to Examiner Hadley and the Normal for fifty one names and an equal number of dollars for the Journal.—En.

MONROE COUNTY INSTITUTE.

Dear Journal: I have just closed a Teachers' Institute in this place which lasted two weeks, and ended with a public examination of teachers. There were sixty-five teachers in attendance, the most of whom, by their regular attendance, manifested the deep interest they felt in their own improvement as well as in the cause of Education generally in our midst.

I was assisted in the department of instruction by the following persons: Messrs. D. E. Hunter, M. Campbell, James Woodburn, T. M. Hopkins, and Miss E. Henry.

The regular daily recitations were confined to the "six legal branches" and to Vocal Music, Elementary Algebra, and Object Lessons.

Lectures were delivered each day upon topics connected with teaching by Profs. Hunter, Campbell, Read, Rev. M. Hopkins, Dr. Nutt and the undersigned.

As a new feature in Institutes in this county, I issued certificates to these who were regular in their attendance. I enclose a copy, which fully explains itself. The measure highly pleased those teachers who were present; they felt that there was a probability that their efforts to increase their qualifications would hereafter be appreciated. I did not let my efforts stop here. I have talked, and that successfully, with Township Trustees and School Directors, who sympathize entirely in my views, and feel that there should be some premium held out to those teachers who have the professional zeal to attend Teachers' Institutes, and by careful attention seek to make themselves more entirely worthy of the confidence and support of this community. One Trustee declared his intention to give \$5 more per term, literary attainments being equal, to those teachers who exhibited a certificate of attendance upon the Institute.

E. P. Cole.

Bloomington, Aug. 17, '63.

Teachers, will you who never have time or zeal sufficient to attend an Institute, note the remark of that Trustee, and then remember that he is but an exponent of what is coming. Intelligent Trustees do not measure teachers solely by what they are, but in part by what they are likely to be.

Many thanks to Examiner Cole for thirty names and the same number of greenbacks for the Journal. Among the names are those of all the Trustees of Monroe county.—Ep.

Institute Certificate.

"Teachers' Institute.

"'Common Schools the hope of our Country.'

"School Examiner's Office, "Bloomington, Monroe County, Ind. "August 15th, 1863.

"This is to certify, that the bearer, ————, attended a Teachers' Institute held in this place, which closed the 14th inst.; and by constant attendance and active participation in the instruction given, is entitled to the special consideration of Trustees as possessing the ambition and zeal of a true teacher. And it is hereby suggested that, the grade of the certificate of literary qualifications being the same, Trustees invariably make discrimination in favor of teachers possessing this certificate above those who, having equal literary attainments, neglected to attend this Institute.

E. P. Cole, School Raminer, and Superintendent of Institute."

Union Teachers' Institute.

An interesting and successful Institute of two weeks closed Sept. 4th, at Plainfield, composed of teachers from Marion, Hendricks and Morgan counties, having an attendance of thirty six members.

The following resolutions were unanimously adopted:

Whereas, The progress and success of teachers in their profession, depend upon constant and earnest efforts to qualify themselves more perfectly for their calling, therefore,

Resolved, 1st, That, in the absence of State Normal Schools, Institutes of two, four, or six weeks are the best means by which they can improve themsalves.

2d. That teachers' meetings of this character should not attempt too much, and should for the most part confine their attention to such subjects as are of immediate use to the teachers of common schools, the object being to benefit the mass rather than to advance a few in some higher branches.

8d. That, apart from the knowledge to be derived from close recitations and comparison of methods of teaching, a great amount of good may result from social intercourse and lectures by experienced teachers.

4th. That it is a pressing duty upon every teacher to attend at least one Institute during the year.

5th. That we hereby express our gratification at the success of our present Institute, and further, that we are determined to labor for a still more successful one next year.

6th. That we hereby express our obligations to Prof. Lyman for his willingness to spend a week with us, and his earnest efforts to benefit us. Further, that we shall hail with pleasure the appearance of his promised book on Elocution.

J. Pool, Sup't.

WILL, G. HUBBARD, Sec.

RESOLUTIONS ADOPTED BY THE NORMAL SCHOOL AT COLUMBUS, IND.

Resolved, That in our present struggle to maintain a National existence, it is the duty of every teacher to stand firmly by the Flag of our Country, and to boldly denounce treason in whatever shape it may appear.

Resolved, 2d, That we hold those only to be the true friends of the country who sustain it by word or deed.

Resolved, 3d, That we regard ignorance as the legitimate cause of this Rebellion; that where genuine intelligence and a cultivated intellect exist neither rebels nor rebel sympathizers are found.

Resolved, 4th, That we look upon those persons who through ignorance and party prejudice have given aid and comfort to this wicked and uncalled for Rebellion, as the most debased and wicked characters that ever disgraced a free Government, and as fit accomplices and recruits for Satan, the first traitor known to God and man.

Resolved, 5th, That the hope of our Country is in the Education of her children, hence we entreat all parents to look well to it, thus insuring to all succeeding generations the blessings of liberty.

A. M. Graham,
J. M. Olcott,
John Hurtz,
C. H. Wright,
N. W. Fitzgerald,

C. H. WRIGHT, Sec.

INSTITUTE AT PLYMOUTH, MARSHALL COUNTY.

Before us are the minutes of the first Institute held in Marshall coun-

ty, but are too long for insertion. From them we take the following facts:

The Institute was superintended by W. W. Cheshire, of Crown Point. Mr. Cheshire was assisted by Examiner Staley, of Valparaiso.

The number of teachers present was twenty five. Classes were formed and taught in the common school branches. Lectures were delivered before the teachers and citizens by Messrs. Cheshire and Staley. Ten names, accompanied by an X were forwarded to the Journal by Mr. Cheshire. Thanks; but among these names, the name of Mr. Cummings, the Examiner of that county, does not appear. Query: Does he believe in progress?

This is the only report from the ninth district, hence the inference that there is plenty of work to be done in that district. Messrs. Cheshire and Staley, we hope you will look after that work, and let the Journal hear from you soon again.

Institute at Connersville, Favette County.

A report published in the county paper is before us, but entirely too long for our space. We shall have to beg to be excused for non-insertion. The leading facts relative to this Institute were given in last number.

INSTITUTE AT KNIGHTSTOWN, HENBY COUNTY.

No report is in from this Institute, save one of special interest to the material department of the Journal, namely a good number of subscribers, accompanied by the same number of greenbacks. Being present, however, to deliver an evening lecture, we can state that the Institute gave indications of interest and success. The number of teachers was reported to us as over thirty. The session continued one week. Prof. Rice, of Muncie, was Superintendent.

INSTITUTE AT BEDFORD, LAWRENCE COUNTY.

An Institute was held in this county, but we have no report save sixteen names to the Journal with the material accompaniment. These names were procured and forwarded by Prof. Cole, who, we incidentally learn, was Superintendent.

Association at Clear Springs, Jackson County.

An Association was held at the above place on the 25th, 6th, and 7th of August. Several addresses were made on practical subjects. Why this was not converted into an Institute is a little strange.

In the report not a word was said about the Journal; was there no friend there to present its claims?

We have heard of a few other Institutes in other parts of the State, but have no facts relative to success, hence make no individual mention of them. In closing this subject, we are pleased to be able to say that in view of all the facts seen and reported, the Institute campaign of this year has been at least twenty per cent. in advance of that of last year. This advance is marked by the following characteristics: larger number of Institutes, larger number attending each Institute, greater earnestness on the part of those attending.

PERSONAL AND OTHER ITEMS.

EXAMINER SMITH, of Marion county, has changed his residence from Acton to Indianapolis.

- W. A. Bell, of Williamsburg, Wayne Co., has been chosen Principal of the Second Ward School, Indianapolis.
- PROF. A. C. SHORTRIDGE, of the N. W. C. University, has been chosen Superintendent of the Indianapolis Public Schools. Salary \$1,000. Warmly attached to these schools through our personal connection with them, we wish them and him the highest success.
- E. S. Green, Sec. of the Sup't Pub. Instruction, has been chosen Superintendent of the Fort Wayne Public Schools. These schools have already opened, and with 18 teachers and 698 pupils.

EXAMINER ENSHINGER of Boone county has been elected Superintendent of the Covington Public Schools, Fountain county.

Within the year just closing, Mr. Ensminger has sent the names of fifty new subscribers to the Journal. We trust the Journal will now be introduced to the Fountain county teachers. Success attend him in his now field of labor.

J. M. Olcott of Columbus has been elected Superintendent of Terre-Haute Public Schools. Mr. Olcott made the Columbus schools a success hence like results may be hoped for in the Terre Haute schools.

EXAMINER HADLEY of Wayne county has accepted an agency for the house of Charles Scribner, N. Y. He will be largely, perhaps, principally engaged with Guyot's Maps. While we regret Mr. Hadley's absence from the teaching ranks, we are pleased to learn that his duties will not require him to give up his labors as Examiner. In this connec-

we may congratulate Mr. Scribner on his fortunate selection.

PROF. E. P. COLE has resigned the Principalship of the Monroe County Female Academy for the purpose of taking the Superintendency of the Wabash Public Schools. While we have not the pleasure of knowing. Sch. Jour.—30. Prof. Cole in the school room, we do know him in his out door, i. e. public efforts in behalf of education. In these he has been earnest and success. fu. Particularly has success attended his efforts as Examiner in Monroe county, evidences indubitable attesting the marked elevation of the educational status of said county during his term of office.

Without increase of words, we give place to the following as taken from the Bloomington Republican:

"By request of the Board of Trustees, we publish the following:

"Whereas, Prof. E. P. Cole, late Principal of the Monroe County Female Academy, a position held by him for the last seven years, has tendered his resignation, in consequence of being elected to the Superintendency of the Public Schools of Wabash, Ind., therefore,

Resolved, That we thus express unanimously, upon the record of the Board, our high appreciation of his merits, as a gentleman and a scholar; and we cordially recommend him to the public, where he is about to renew his labors, as a most thorough, critical, and successful teacher.

WM. TURNER, Pres,t.

W. F. Browning, Sec. pro tem."

In the Richmond papers we have a full and interesting account of an Educational Convention held in Richmond, Wayne county, Aug. 11. Hon. G. W. Julian, Hon. J. D. Philbrick, of Boston, and Prof. W. E. Crosby, of Cincinnati, were the speakers. We had a pressing invitation to be present, but could not wave pre-engagements. When we have more space, we shall quote from the resolutions passed at this meeting.

EXPLANATION.—1. The Journal of last month was delayed in the press room from eight to ten days in consequence of breakage in machinery: hence its delay in reaching our readers.

- 2. Though a larger than the usual number of extra copies was struck off, we ran short of supplying our new lists by about fifty, hence 40 of the Wayne county list with 10 or 12 others failed to receive the September number. These will therefore begin the year with Oct. instead of Sept.
- 3. Contributors, you will be patient, next number will furnish you more space.

BOOK TABLE.

MENTAL PHILOSOPHY, INCLUDING THE INTELLECT, SENSIBILITIES AND WILL. By Joseph Haven, Professor of Intellectual and Moral Philosophy, Amberst College, Mass. Boston: Gould & Lincoln. Pp. 583.

In examining this work we are impressed specially with two features, namely: its minuteness of analysis and its precision of language. Fullness and minuteness of analysis are important in Scientific works. This work meets the measure in both, every faculty with seemingly every phase of its manifestation receiving attention.

The second feature, lingual precision, is also an important element in Scientific works. Especially is it important in mental science, wherein the subject is so ethereal that its spiritual essence may all escape unperceived through the open joints of two or three loose terms. This work is a most eminent degree guards against this evil. Without noticing ether features, we believe the work to be at once full, minute, accurate, and philosophic. Hence, with great readiness we commend it to the attention of teachers.

Town's Progressive Speller; published by Oliver Ellsworth, Bost on Mass. Pp. 168.

First, this work opens with a series of definitions and remarks relative to spelliing, which if observed and applied throughout the book will be ef great value both to teacher and pupil. These well studied will enable the pupil to realize that he is, to some extent, studying a science, rather than merely memorizing arbitrary dicta.

Second, a very considerable attention is given to definition. This is a desirable feature in every spelling book.

Third, some attention is given to dictation exercises. These exercises have not been carried to the extent our judgment dictates, yet they have been carried sufficiently far to show their use, also to suggest to the teacher the propriety, perhaps the need of their extension in other works.

DICTIONARIES IN ENGLAND.—There are at the room of the agent for Webster's Dictionaries, at Mason & Hamlin's, 274 Washington street, specimen copies of six different editions of Webster's Dictionary, published in England, and also specimens of "Noah Webster's British and American Spelling Book," and "The Illustrated Webster Reader," also from the English press. No person can examine these volumes without realizing how very great a popularity the name of Noah Webster has attained in Great Britain.—Boston Journal, July 23, 1863.

H. LIEBER,

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SPECIAL SCHOOL REVENUE

Read the following to

SCHOOL AND TOWNSHIP TRUSTRES AND TRACHERS.

The State Board of Education recommend that the Trustees, who have the care and management of the Public Schools, purchase for their use and general instruction and reference, as necessary furniture for their Schools, the following named Books, Mars and Charts, and pay for the same out of the Special School Revenue under their control:

Willson's School and Family Charts, and Manual; Goold Brown's Grammar of Grammars; Dillon's School History of Indiana; Cutter's Anatomical Plates, and a Franklin Globe.

> SAMUEL L. BUGG, Sup't Pub. Instruction State of Indiana, and Pres't of Board.

SCHOOL AND FAMILY CHARTS:

ACCOMPANIED BY A MANUAL OF ORJECT LESSONS AND ELEMENTARY INSTRUCTION. BY MARCIUS WILLSON & N. A. CALKINS.

This series embraces Twenty-two Charts, each about 22 by 30 inches shounding in colored illustrations. They are designed, in connection with the "Manual" and Calkin's "Primary Object Lessons," to furnish the teacher with the requisite aids for the practical application of a true system of elementary education. The Charts are mounted on eleven pasteboard cards, for use in the school-room.

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For terms, etc., address

ASHER & ADAMS, Indianapolis, Ind.

Andiana School Fournal:

GEORGE W. HOSS, A. M., EDITOR.

VOL. VIII.

Indianapolis, November, 1863.

NO. 11.

THEORY AND PRACTICE OF A SYSTEM OF OBJECT TEACHING.

D

BY W. N. WAILMAN.*

(Teachers are earnestly requested to send suggestions, questions and results of experience to the author, or to the editor of the School Journal.)

v.

Fourth Person. (Seventh Grade.)

The exercises in description are continued in this grade, and extended so as to embrace less obvious qualities, such as solid, fluid, liquid, gaseous, plastic, volatile, edible, nutritious, combustible, indammable, malleable, ductile, soluble, tusible, deliquescent, phosphorescent, effulgent, etc. It will be perceived that the greater portion of the impressions represented by these terms are obtained by experiment. The method pursued is the same as in the previous grade; although the descriptions are more complete and the details more rigidly carried out. It is, therefore, useless to prepare types for dispositions, since they would resemble those of the previous grade with the exception of being more extended and complete. Thus we should perhaps add to the disposition on the plate of glass the ideas: solid, fusible, insoluble.

Preparatory to separate lessons on shape and position we also develop and use in the descriptions the terms: trapezoid, trapezium, pentagon, hexagon, heptagon, octagon, polygon, segment, sector, crescent, d'agonal, chord, tangent; plane, convex, concave.

Increased attention is paid to definitions; and pupils are now

^{*}Prof. of Natural Science in Louisville Male and Female High Schools, Ky

often required to give definitions of the same quality in different terms. Thus the idea opaque may be defined as follows:

We call an object opaque, if we cannot see through it. Things that do not let any light pass through them are said to be opaque. If bodies are opaque, we cannot see any thing through them, etc.

Very often connected qualities are contrasted. Thus the teacher asks rapidly the definitions of

Transparent, semi-transparent, translucent, and opaque.

Smooth, velvety, polished, rough.

Brittle, friable, fragile, pulverable, tough, tenacious.

Elastic, flexible, pliable, stiff.

Fragrant, aromatic, odorous, pungent, fetid.

The forms of the definitions given by tile pupils should in this case be the same as nearly as possible in each series; e. g.:

Through a transparent object, we can see an object distinctly.

Through a semi-transparent object, we can see every thing about an object except its color.

Through a translucent object, we can only see light (the light coming from an object).

Through an opaque body we cannot see at all.

But here again the teacher must often be satisfied with imperfect definitions, and patiently, not passively, await the development of complete and accurate ones. He must lead the pupil, not drive him.

Thus the idea elastic, in a class of girls, went through the following stages of development in the course of four weeks:

Any thing that can be bent is elastic.

Any thing that will become straight after it has been bent is elastic.

Amy thing that will become straight, after it has been bent, and any thing that will become shorter again after it has been stretched, is elastic.

Any thing that will become straight, after it has been bent, or will become shorter again after it has been stretched, or will expand again after it has been compressed, is elastic.

Any thing that will come back to its first shape after it has been bent, stretched, or pressed, is *elastic*.

Any thing that will resume its shape, after it has been forced out of it, is elastic.

The pupils are also constantly exercised in giving connected descriptions of objects, orally and in writing; not only the skeleton descriptions of the previous grade, but complete descriptions, in which elegance and beauty of expression form an important purpose;

descriptions which gradually bring the pupil to a consciousness that language may serve him not only the purpose of expressing his ideas clearly, but also of presenting them in a pleasing garb, in an impressive manner.

As types we offer the following descriptions:

- 1. WATER. Water is a colorless, transparent liquid; it mirrors the images of objects very clearly; it gives way to pressure very easily, like all other liquids, and has neither taste nor smell. Without this wholesome, refreshing drink all men and animals must die. It is used, on account of its solvent power, in washing, dyeing, and in many other ways.
- 2. THE WRITING SLATE. The writing slate consists of two parts—the slate proper and its frame. The slate, made of a rectangular plate of slate stone, is of a dark gray color, opaque and slightly reflective; hard, smooth, and cold to the touch. It makes no impression on taste and smell, but is quite resonant. On account of its brittleness and the roughness of its edges it is enclosed in a frame, made of four flat, oblong pieces of wood, grooved on the inner edge to receive the slate, and fastened together by means of mortises and tenons, and small wooden pegs.
- 3. A CUBICAL BLOCK OF WOOD. This piece of wood before me is called cube on account of its shape, having six equal square sides, the opposite sides parallel and the adjacent sides perpendicular to each other. The wood is of a yellow color, opaque, and polished so as to make it reflective; it feels very smooth, quite hard, and is light enough to float on water. It is fibrous, porous, absorbent, and quite elastic. Its combustibility, its toughness and durability, as well as its cheapness and the ease with which it can be worked, make wood one of the most generally useful substances to man.
- 4. A TALLOW CANDLE. A tallow candle is a long, slender, nearly cylindrical piece of tallow, with a cotton wick in its axis. It tapers slightly from the bottom toward the top, and about one inch from the top becomes conical. The dingy white, translucent, and slightly odorous tallow is used to give light because it is a cheap, fusible and inflammable substance, burning with a clean, bright flame; the cotton wick is used because it is fibrous, porous, and absorbent, to raise the melted tallow high enough to keep up the flame and keep the candle from melting too fast.

Patience and judgment will accomplish a great deal in these exercises, The author has heard impromptu descriptions of objects,

by children nine or ten years old, far excelling in completeness, conciseness and grace the imperfect types here presented.

The skeleton descriptions, which should also be required frequently, differ from those in the previous grade only in being more complete. Thus, taking the same example, we have in this grade:

A.LUMP OF SUGAR.

cubical,	sweet,	fusible,
opaque,	odorless,	inflammable,
white,	soluble,	vegetable,
sparkling,	friable,	adhesive.
rough,	porous,	
bard,	absorbent,	
light.	nutritious.	

In the conversational lessons of this grade the uses of objects are frequently taken into consideration. It is not sufficient, however, for the pupil to tell us simply the uses of certain materials or objects; but from the very beginning the child should learn to discover the relations between the qualities of the materials or objects in question and their uses. The children can easily understand that leather is used for shoes, but it will be a more difficult and consequently a more interesting task for them to discover the reasons why leather is used for that purpose. Until the pupils have some practice it is advisable to let them take questions concerning the uses of objects or materials home, and bring the answers the next day.

We shall suppose that the pupils were asked to think about the reasons why leather is used in making shoes. The next morning very few will bring a complete answer. One, perhaps, will say that we use it, because it is tough, and soft; another because it is -waterproof and light; still another, because it is durable and thin. Un order to convince the pupils of the incompleteness of their answers, we name other substances not suitable for shoes, but having the qualities which they mentioned. Thus, in this case, we tell the first that linen is tough and soft, the second that tin is waterproof and light, the third that glass is durable and thin, and ask them if those substances could not be used as well as leather in making shoes. They will readily see that they have not given a complete answer, that they must increase the number of qualities in their list, and they will at once at least put together the qualities which they have given separately, and arrive at the answer that leather is used in making shoes because it is tough, soft, thin, light,

waterproof and durable. According to circumstances the teacher may be satisfied with this answer or lead them to discover that leather is used also on account of its being elastic, absorbent and porous. A few lessons of this kind will develop in the children a high degree of quickness in discovering the relations between the qualities of objects and their uses.

To insure success in these lessons the teacher should in a separate part of her "disposition book," put down as occasion requires the names of materials and objects with the qualities on which their applications depend; perhaps in the following manner:

LINEN, used for towels, because it is soft, pliable, absorbent.

LINEN, used for thread, because it is soft, flexible, fibrous and tenacious.

CORK, used for stoppers, because it is soft, smooth, compressible, elastic and tough.

Corn, used for life-preservers, because it is insoluble and light,

GLASS, used for window-panes, because it is hard, insoluble, transparent, and nearly colorless.

GLASS, used for tumblers, because it is smooth, hard, insoluble.

A COURSE OF STUDY FOR COMMON, DISTRICT OR COUNTRY SCHOOLS.

We copy from the Ohio Educational Monthly the following Report read before the last meeting of the Ohio State Teachers' Association, by A. J. Rickoff, ex-Superintendent of the Cincinnati Schools.

Reader, if any apology be due for the insertion of so long an article, here it is, and divided into three elements:

- 1. The excellence of the course here prescribed.
- 2. The general and urgent demand for an improved course of study in many Indiana schools.
- The large experience and mature scholarship of Mr. Rickoff give evidence that he would not write fancies and theories, but facts and convictions.

As we have, by implication at least, expressed our approval of the following course, we must, in justice to ourselves, be allowed to say we would add two studies, possibly three, viz:

- 1. The Constitution of the United States and the Constitution of the pupil's own State together with some collateral information relative to the rights and duties of the citizen.
 - 2. An elementary course in Physiology and Hygiene.
 - 8. Possibly, a short course in Book Keeping. We are not clear on

this, being too little acquainted with the subject to judge accurately of its worth. (We propose a fuller acquaintance within the next six months.)

The subject of moral instruction should run through the course. We suppose Mr. Rickoff so intends.

It may be said these additions would increase the course too much. Probably. If so, we would cut off Geometry, but reluctantly, and all History after England.

Teachers, we commend this course to your attention, not for a surface reading, but for a thoughtful investigation.—Ed. Journal.

When the child first comes into school, at five or six years of age, the instruction and training of the teacher should meet him at the very point to which his home education has brought him, however limited that education may be. One great fault of all schools is, that too much is taken for granted to be already known by the pupil, when he commences to learn the alphabet. Any one making patient investigation, will be surprised to find how little children generally know of things about them; things the most common, and with which they might be supposed to be intelligently familiar. This difficulty was recognized in many of the schools of Prussia long ago. More than twenty-five years since, Prof. Stowe, after a tour of observation made through Germany, according to the request of the Legislature of this State, reported that he found in the schools of Prussia, "That even before a child is permitted to learn his letters he is under conversational instruction frequently for six months er a year." Such a course at this time, in this country, and in the rural districts, is manifestly impossible. Whatever plans we adopt, must be understood and appreciated by the great mass of the peo-The precarious nature of the teacher's office, and the annual election of school trustees make it futile to attempt any thing not likely to be supported at the ballot box. Parents are too anxious that their children should learn to read, to wait a whole year or even six months after they begin to go to school, before the first lesson is given in the alphabet. Yet such conversational instruction must be given. The teacher must dive deeply enough into the child's mind to find the little fibers of intelligence already floating there, upon which he may weave whatever he may hope to teach him with advantage. It is in consequence of our failure to do this that so much labor and endless repetition produce only ludicrous results. We must supply the deficiencies of home culture before

we pretend to any conformity with the philosophy of education, and I will try to show how this work may be done, as I progress with the course of study.

The course is arranged, not for nominal grades, which have no existence, but with reference to the numbers of Readers used; say of the Eclectic, National, or Willson's series.

COURSE OF STUDY.

Primer. Even before the Primer is put into the hands of pupils, the letters may be taught upon the blackboard, and though the subject of my report precludes extended remarks upon methods of instruction, I may be allowed here to suggest, that this plan is preferable as being more animated and interesting.

Writing. With the first lessons in the alphabet, the first lessons in writing should be given, with slate and pencil. Every letter and every word should be "printed" by the child on the slate.

Counting. Before the Primer is completed, teach the pupil to count to fifty backward and forward.

Common Things. At this stage conversations on common things, or "Object Lessons," as they are commonly called, should be confined to objects presented in the lessons in the alphabet and in reading.

Drawing. Here too, the first lessons in drawing should be given. In the alphabet will be found all the elements; lines straight and curved, vertical, horizontal and oblique, parallel and perpendicular. "Willson's Geometrical Cards" will be found especially useful.

Remarks. Before the scholar is put into the First Reader, he should be able to read intelligently any lesson in the Primer, and should be able to spell orally and to write at dictation any word in it. If Primers of other series than the one used by the child, are available, something may be done to excite an interest in books by encouraging him to read in them. From the first start the intelligent teacher will labor to excite a taste for reading, and he will find that familiar conversations with the child in regard to the subjects of his lessons, will do more to attain this end than any other device. I know how limited the time must be which can be spent with each scholar in an unclassified school, but I know, too, that if the interest of the pupil is aroused, that he will run before you—he will not have to be goaded to his task; besides this, first impressions are proverbially strong, and if the child loves his primer he will be likely to retain his anxiety to learn, to a greater or less degree,

through life. As to the pupils writing at this stage; some will extertain great doubt; but all skepticism on this point will be dispelled upon visiting any of the primary schools of our large cities. Some teachers succeed best in teaching children, at first, to "print," and others to write the script characters.

THE FIRST READER.

Elementary Sounds. When the First Reader is opened, if not before, the pupil should be taught to enunciate clearly all the elementary sounds of the language in systematic order, and also to spell words by sound.

Writing. The script character should be taught, and all spelling columns of the Reader should be written upon the slate, preparatory to the reading exercise. This will afford sufficient practice in writing.

Spelling. The pupil should spell orally or by writing, any word of his spelling columns, before he goes into the Second Reader.

Counting (or adding) by twos, to one hundred, forward and backward and combining the ones and twos to amounts not greater than fifty.

Object Lessons should be given in connection with the reading lessons, and the scholar should be practiced in distinguishing the primary colors. Willson's Color Charts will be of very great service.

Drawing. He should be taught Drawing by practice upon the elements named in the course prescribed for the Primer pupil, and in making the triangle and all the four-sided figures, as the square, the rectangle, the trapezoid, etc. He should be taught to distinguish, by name, horizontal, vertical, perpendicular and parallel lines, etc.

THE SECOND READER.

While in this Reader the pupil should be continually drilled in spelling words by sound, and should be taught to find the pages in his book by the number, and the lessons by the Roman numerals.

Writing and Spelling. Writing, thus far, has been confined to words; it should now be extended to sentences, both by copying and dictation. The names of the days of the week and the months of the year; the names of things to be seen in the school room, on the way to and from school, at home, in the parlor, in the garden, etc., etc., will afford the most valuable exercises in spelling as well as in writing.

Arithmetic. Pupils should now be taught to combine the nine digits in addition, to amounts not greater than a hundred, and to

selve little problems, either taken from some good mental arithmetic, or, which is better, dictated extemporaneously by the teacher.

In Common Things, the learner should be taught the cardinal points of the compass, to estimate small distances, feet and yards, and greater ones in yards and rods; to estimate weights of things by the pound avoirdupois, including the ounce, quarter and half pound. He should be trained to distinguish the colors of various ebjects in nature, in dress, etc.

Drawing. Triangles, quadrilaterals and polygons may be drawn, and the scholar should now be taught to distinguish right, acute and obtuse angles, and to write the names of the several figures which he draws. He can now be taught to combine straight lines in "Inventive Drawing," as presented by Mr. Hermann Krusi, in the excellent work of Mr. Sheldon, of Oswego, on Elementary Instruction.

THE THIRD READER.

Writing and Spelling. At this stage, spelling and writing at dictation, both words and sentences, should be continued every day. As often as every other day, or perhaps every day, some pupil in the class should be called upon to repeat the substance of the reading lesson, orally: or all should be required to write a part, or the whole of it upon the slate. As an exercise in writing, spelling and definitions, selected words should be incorporated into original sentences.

Arithmetic. Addition, subtraction, multiplication and division should now be taught, and at every step the children should be exercised in the solution of easy problems, involving the operations as they are learned. Mental arithmetic should be taught with written arithmetic, the tormer differing from the latter only in the size of the number used.

Geography. Some primary geography should be here commenced with a view to excite thought and prepare the pupil for the study, rather than to communicate any positive knowledge. A child, at this age, needs much drill in giving directions of places from his own place of residence and from one place to another. He needs to conceive some idea of numbers and distances, as for instance, when he is told that a place has a hundred thousand inhabitants, he ought to be so trained that he will at once compare it with the size of the nearest town with which he is acquainted, and he

ought to be habituated to compare distances with some well known distance.

Common Things. General lessons in the qualities of familiar objects should be given now, and should be continued through the remainder of the course. These lessons may generally be made equally interesting and useful to pupils reading the Third, the Fourth, and the Fifth Readers, to all, indeed, who have advanced properly through the Second Reader. They should be adapted to exercises in Composition, which may now be required. I suggest that they be made the topics of composition, because the most difficult things in a boy's or girl's experience at school is, 1st—What to write about; and 2d—What to say of it.

Penmanship. Penmanship may be commenced at this period, or toward the latter part of it, at the teacher's discretion. No great loss will be incurred if it be deferred to the next stage, but the urgency of parents is so great that their children should become good penmen at an early age, that it is difficult indeed to keep the pen out of their hands.

Drawing. The pupil having been taught to draw plane geometrical figures, and the combinations of straight lines, as recommended by Mr. Krusi, the next step should be drawing from geometrical solids, as cubes, prisms, pyramids, cones, etc., and finally, the combinations of curved lines, as recommended in the "Manual of Elementary Instruction."

The course in drawing which I have suggested is practicable by the teacher who has never devoted any previous attention to the subject. It is true he would be greatly benefited by a few hours' preliminary instruction from a drawing teacher, as to the best way of handling the pencil and one or two other matters; but this is not indispensably necessary, and it will be found to be true in this as in most other things, "Where there is a will there is a way."

FOURTH READER.

With the Fourth Reader, spelling by oral and written exercises should be continued, but now all the written exercises should be upon paper written with pen and ink. Here too much pains cannot be required of the pupil in regard to neatness and elegance in the getting up of any written exercise, whatever it may be. It matters not how many copies of the paper may be necessary, it should not be seceived till it be written to the best of the schelar's ability on clean, unrumpled paper, and come to the teacher's hand properly folded.

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I have not recommended the Spelling Book, either here or previously, because I think that the office of that book is better performed by the Reader. Another strong reason in favor of using the Reader is, that it requires a less number of classes and less time than the Spelling Book does. The experiment has worked well in Cincinnati, for at least six years past. It should be added, however, that no device enables the teacher to escape the necessity of constant, persistent and thorough drills in spelling, both by oral and written exercises.

General Exercises in Reading. As often as once a week, I would suggest that the pupils in this class, and possibly of lower classes, should be required to bring to school selections of their own; they may be anecdotes, or poems, or any thing which may have seemed interesting to them. The reasons for this plan are several: 1st. Pupils are tempted to look into books and to read papers to find something really interesting; and in doing so, the habit of reading may possibly be contracted; 2d. Such a plan enables the teacher to advise his pupils as to a proper course of reading and to recommend the best authors. 3d. It greatly enhances the interest of the school in the ordinary reading exercise.

Arithmetic. Compound numbers and the first lessons in fractions, say the reduction of common fractions, and corresponding lessons in mental arithmetic should accompany the reading of the Fourth Reader. The lessons in mental arithmetic should be drawn, if possible from the written arithmetic; the lessons of each day in both should be upon the same topics. Only one book is really necessary.

Geography. So much time is misspent in the study of this branch that I wish to be so specific as to name a text book among many rivals. With a good map, White's Class Book of Geography will furnish a syllabus of a course sufficiently extensive for either the common district schools of the country, or the graded schools of our towns and cities. There are too many things to be learned to permit us to spend much time in committing to memory a list of all the post offices of the United States. Certainly White's Class Book will direct the student to all that he needs to learn. The first year after the book is taken up may be spent upon the outline course as indicated by the coarse print.

Geometry. The pupil is now well prepared to take up and to study with advantage, President Hill's little book on Geometry, de-

signed for young children. It may, this year, supersede the lessons on Objects and Common Things, excepting the general lessons on qualities of Objects and Familiar Science, recommended under the head of the Third Reader.

Drawing, as presented under the head of Regular and Symmetrical Designs, in the Manual of Elementary Instruction (Sheldon).

Composition, once per week, should be required. The subjects for composition may still be found in the Object Lessons.

AMERICAN AND ENGLISH HISTORY.

The members of the Association will please remember that I have graduated my course by Willson's, Parker and Watson's, or by the old Eclectic series. It will be remembered, too, that the new Eclectic series differs from the old series and from the others, in this, that the Primer is numbered as a Reader. The fifth of that series then will correspond with the Fourth of any of the rest.

With this understanding then, I would recommend most earnestly that no Reader higher than the Fourth be used in any of our schools. If the pupil can read even tolerably in that, he can read History; and in the name of common sense let him do it. We must make hay while the sun shines. In school, if ever, a taste for reading history must be acquired, with a sufficient knowledge of the best authors to direct a course of reading. Can any one give a sufficient reason for continuing the use of the Readers, while such a work as this can and ought to be done? The usual plan of studying history will not accomplish this desirable end. Let it be read under the direction of the teacher. Let the Manual of History be used as a school Reader, the teacher frequently calling to mind the leading events of past lessons and assigning such topical reviews as may be necessary to fix the outlines firmly in the mind. Let an outline map be made by the pupil, and as he prepares every day's lessons let him make out on his map the order of discoveries, the progress of settlements, the march of armies, &c. Let the teacher frequently allude to the great American History of Bancroft, "Botta's History of the American Revolution," and "Lossing's Pictorial History of the Revolution;" let him try to awaken the interest of the student in some of the leading characters, by anecdote and by every legitimate means; let him excite, if he can, an admiration for his own favorite personages, and a detestation for imbeciles and traitors, and he will do more to make intelligent men and readers than if the pupil should learn whole volumes to repeat without ever having excited in his mind a single emotion of love or hate for the heroes of the story. It is not the positive knowledge which a young man has acquired at the age of sixteen or eighteen which determines his career through life. It is his taste, it is the tendency which he has acquired, which will elevate or degrade him. If a boy at that age has by any means been induced to read "Plutarch's Lives" and "Macauley's History of England," or perchance "Bancroft's History of the United States," and if he be informed that there are other authors equally interesting, as Hume, Gibbon, Grote, Prescott, Motley, &c., he will seek them out and read them; or if so much as this be not accomplished, he will be anxious that his children shall read them; and, if he have the means, he will see that they have the opportunity to do so.

Not more than six months should be taken up with the History of the United States. It should be followed by the History of England, to be studied in the same manner as has been indicated in our previous remarks.

Arithmetic. During this year pupils should be carried through decimals at least, and with a suitable text book they may be taken through proportion. Any thing further than this—excepting the involution of powers and the extraction of roots which should be learned with geometry—is of special application only, and may be easily learned when it is likely to be of practical use. Mental Arithmetic should be taught only to give facility and accuracy in the calculations of written arithmetic, where the size of the numbers will permit.

Geography. Pupils should at this time be taught to locate and give some description of all the places named in "White's Class Book of Geography."

Penmanship, should be continued in regular lessons, after copy and at dictation. The last exercise is more essential than the first.

Drawing. Exercises in drawing should be continued, and may now take a wider range. Drawings may be made from objects, as articles of furniture, domestic and farming utensils, simple machinery, &c.; and if any be found to evince special talent in this department, landscape drawing, under a competent instructor would not be found difficult.

Composition. "Brookfield's First Lessons in Composition," "Lillienthal and Allyn's Things Taught," or Parker's Elements.

will afford the necessary topics and suggestions for the compositions of this year. The writing of letters should begin to receive attention.

History of France. If, after reading the History of England, the pupil remains longer in school, he should take up the Histories of France, Greece and Rome in the order named. The same plan of reading as that advised for the United States History should still be pursued. The three may be read in one year. Remember, the main purpose is to excite a taste for reading.

English Grammar. Technical Grammar should be commenced this year, and I heartily believe it should be confined to some primary work not above the grade of Butler's or Pinneo's Primary Grammar. I say technical grammar, for I would have practical grammar taught at every step of a child's school life, from the time he commences the alphabet till he leaves school altogether. I would make every exercise an exercise in speaking and writing the English language. Unintermittingly and uncompromisingly every error in its use should be corrected; but as to technical grammar, I am glad to see great dissatisfaction springing up every where with the results of so much parsing and analyzing as has been prevalent in our schools for years past.

English Literature., Some work, giving the best selections from the leading authors of our language, arranged in chronological order, with short biographical and critical notices, should be read by all boys and girls before leaving school.

Geometry. This branch, as treated of in "Hill's Second Part" or "Evans' School Geometry," with a review of arithmetic, so far as previously recommended, together with the involution of powers and the extraction of roots, will afford sufficient mathematical training for most of schools, and for ninety-nine pupils out of a hundred.

Natural Philosophy and Chemistry. These branches cannot receive, in the District School, attention in anywise adequate to their interest or importance. No alternative is left us but to adopt in regard to them the same principles as have prevailed in all the other suggestions of this report. We must adopt the best possible plan left to us, to excite interest in them and inspire the pupil with a sense of their importance. To accomplish

this result, the study of "The Science of Common Things" is the readiest and surest means. It was for this purpose that much attention has been given to the matter, and many text books written upon it, first in England and afterward in this country. If it be studied, however, as complete within itself, and without daily references to the sciences on which it rests, though its influence will be good in exciting thought and imparting much valuable information, yet it will not bring about its best result, the ultimate study of natural philosophy and chemistry.

Primary Teaching.

ANNA P. BROWN, EDITRESS.

ORDER OF EXERCISES AND LENGTH OF RECITATIONS.

Every teacher should have posted up in the room an established order of exercises for each day in the week, assigning a definite time for the beginning and ending of every exercise, and of every interval between the exercises.

The following is the programme of exercises for one day, in one of the Primary schools of Oswego, N. Y. It includes only the pupils of a single teacher, in the upper Primary grades, and is introduced here to show the minuteness of detail, the range of topics, and the arrangement and distribution of time and subjects, that have been adopted in a city that is distinguished for the excellence of its school system:

Monday.

8.30 to 8.45 - Opening Exercises.

8.45 to 8.55-Moral Instruction.

8.55 to 9.15—Reading, B. subd. 1.

9.15 to 9.20—Gymnastics.

9,20 to 9.35—Lessons on Number, B, subd. 2.

9.35 to 9.45-Recess.

9.45 to 10.00—Lesson on Place, A class.

10,00 to 10.25—Reading B, subd. 2.

10.25 to 10.30—Gymnastics.

10.30 to 10.50—Leason on Number, B, subd. 1.

10.50 to 11.00-Recess.

11.00 to 11.20—Reading, A Class.

11.20 to 11.40-Writing on Slates, B, subd. 1.

11.40 to 12.00—Lesson on Number, A class.

12.00 to 2.00-Intermission.

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2.00 to 2.20—Lesson on Number, A class.
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4.30-Dismission .- Wells' Gruded Schools.

Very few teachers have schools of precisely the same grade here indicated, hence the first impression will be to reject the programme at once and in toto. Teacher, please go back and read the programme agair. Do you see Moral Instruction? do you see gymnastics? do you see two recesses in the forenoon?—Do you see, as a consequence, the pupils will never be kept in their seats above one hour at a time, usually a half hour? Do these facts suggest no improvement in your programme? If not, let me entreat you to read again. If still no improvement is suggested, allow me to suggest that you so modify your programme by the introduction of so much gymnastics, singing and marching as to have every pupil in the school on his feet as often, at least, as every three quarters of an hour. This applies to rooms wherein the pupils are under twelve years of age.

I would amend this programme for my school by inserting singing. Reader, what will you do?—En. Journal.

Examiners and Trustees' Department.

ED. JOURNAL: In the Aug. No. you published with commendation an extract from a circular of mine in which I announced my intention to lower the grade of any teacher who should decline to take our School Journal. Since then I have modified my plan, accomplishing my purpose, at least as effectually, and in a manner less calculated to excite unkind feelings.

In examining a teacher, I, as formerly, keep a strict account of all the answers given; and the grade, and consequently the length of time the certificate has to run, depends upon the per cent. of correct answers. At the close of the examination I speak of the Journal as an instrumentality highly necessary to the teacher's success, and give it as my opinion that if a teacher will carefully read it, it will increase his qualifications to a degree which will warrant an extension of his certificate for a period of three months. I then say to the teacher, the result of your examination

entitles you to a cortificate running nine months; if you see proper to take the Journal I will extend the time to twelve months. To another I say, your examination gives you a certificate for twelve months; take the Journal, and I will lengthen the time to fifteen months. By pursuing this plan I seldom fail to induce teachers to patronize the Journal. They can see, if they cannot be irfluenced by any higher motives, that there is actually money in the operation, as the additional three months will enable them to teach another term of school.

Our teachers need professional knowledge outside of the routine of the text book. They need an enlargement of their Educational horizon; and I know of nothing more likely to promote this than a careful reading of good Educational periodicals—our own, of course, before all others.

School Examiners are respectfully urged to try my plan, unless they have one of their own which serves the purpose better. E. P. C.

(**) Examiners will please see call in the State Association programme, for Examiners' meeting.

TRUSTEES MEETING AT LAPORTE

On call of Examiner Laird, twelve out of the fifteen Trustees of Laportecounty met for educational purposes.

The following are the resolutions adopted:

Whereas, We believe the sentiment, that as the teacher so is the pupil; and as the twig is bent, the tree's inclined;—and that every act, said and done, before the papil, has a tendency to mould and shape the mind of the coming generation, for good or evil; and

Whereas, We are fully convinced that the standard of our Common Schools is too low, and that we, as school officers are in a great measure to blame; therefore.

Resolved, That as Trustees of our respective townships we will do all in our power to secure better teachers; to awaken the necessary improvements in and about the houses and lots calculated to advance the welfare of the schools.

Resolved, That we will not hire any teacher who does not present, at the time of hiring, a regularly authorized certificate.

Resolved, That we recommend to the Examiner to raise the standard of qualifications for teachers.

Resolved. That we believe it to be the duty of the Examiner to grant licenses to none but those that are truly loyal to the Government, and to revoke all licenses held by those who are known to be disloyal.

Resolved, That we will do all we can to secure uniformity in text books; and that we recommend those which have the sanction of the State Board of Education.

Resolved, That we believe it to be the duty of every trustee and teacher in the county to support, at least to the extent of his subscription, the Indiana. S. B. WELLS, Chairman.

E. S. ORGAN, Sec'y.

Thanks to Mr. Laird for a good list of subscribers.—ED.

Sch. Jour.-31.

MEETING OF TRUSTEES IN DECATUR COUNTY.

On the 29th of August, all save one of the Trustees of Decatur county met at Greensburg in Educational Convention.

The following resolutions were adopted. Pointed and practical remarks were made on several of these resolutions, but we have not room for insertion. Examiner Powner says the meeting was most eminently successful.

RESOLUTIONS.

Resolved, 1st, That we recognize no official duty connected with the office of Township Trustee, of more vital importance to the people, than that of the management of our Common Schools.

Resolved, 2d, That in the location of school houses, the most sightly and inviting grounds in the vicinity should be selected, and that, too, if possible, in a nicely shaded grove.

Resolved, 3d, That a school lot should contain not less than one acre of ground, and that it should be enclosed by a substantial fence, and planted with shade trees, the school house being placed at least ten rods from the public highway.

Acsolved, 4th, That teachers receive wages in proportion to the amount and value of services rendered; and that in deciding what are 'reasonable terms, according to the 37th Sec. of the School Law, the trustee should be influenced by the qualifications of the teacher, as shown by the grade of his certificate, together with the size and requirements of the school to be taught.

Recoived, 5th, That it is the duty of Township Trustees to use their influence to secure a uniformity of text books in the schools of their townships.

Resolved, 7th, That the School Examiner be requested to call another meeting of the Township Trustees, whenever in his judgment, it would be for the good of the schools of the county.

Resolved, That the proceedings of this meeting be published in the county papers and the Indiana School Journal.

L. A. DONNELL, Pres.

W. H. POWNER, Sec'y.

Thanks to Mr. Powner, or to the Trustees, or both, for the names of all the Trustees in the county, together with the accompanying green-backs for the Journal.—ED.

OATH.

A teacher sends the following: Are the interests of the schools and the community enhanced by teachers verifying the correctness of their reports by an oath?

The law, it will be remembered, stands thus:

"The teacher of each school, whether in township, town or city, shall at the expiration of the term of school for which such teacher may have been employed, furnish a complete report to the proper trustee, verified by affidavit."

Will some trustee answer the above inquiry ?--En.

EDITORIAL-MISCELLANY.

CINCINNATI SCHOOLS.

(Concluded.)

Those who read our article in last No. doubtless observed that we gave what might, by way of distinction, be called an *outside* view of these schools; this article shall so far as practicable present an *inside* view.

Young teachers, this article is designed more especially for you, hence we shall dwell mostly on the work in the Primary Rooms.

PRIMARY ROOM.

This is called the "F Grade" in these schools. It is the lowest grade, and corresponds to Primary in most Indiana schools. The studies in this grade are Elements of Reading, Writing, Counting, Singing, and Object Lessons. The teaching in this grade is all oral; the pupils have no books. The school equipment is a slate and a long pencil for each pupil.

1. TEACHING THE ALPHABET.

The letters are made on the board by the teachers, the pupils all watching. The teacher directs their attention to the movement of her hand. After the letter is made she points out the parts. Thus having learned o, it is converted into a c by opening the right hand side and dotting the upper part of the opening. E is made by opening the lower part of the o to the right, and passing a straight line through it. Thus on with all the others whereof any thing like an intelligible description can be given. The pupils watch with intense interest. That element of curiosity so prevalent and active in us all concerning the how the thing is made or done, has been called into play. This is philosophic, conforming to the laws of mind. Suppose, instead of actually changing the o into the c, the teacher had mesely said the c is an o with the right side opened and upper part dotted, would the interest have been the same? Not at all. Note and practice this, young friend.

Another teacher puts the letter on the board, calling attention to movements of hand and shape of parts, then gives the sound. All practice upon this, until any or all can make the sound accurately, then she gives the name. This has been our method, henceforth we shall blend the two. In another room the word method was adopted, the pupils learning from charts. We have never seen enough of this method to pronounce upon its merits.

Under the other method, a few letters are learned, then combined into words. Thus, a, e, i, e, and s, give sa, se, si, so. If t be learned and added, we have sat, set, sit, sot, here teaching the slender sound of the wowel. Two or three words learned, they are placed in a sentence. Thus the child is reading before all the letters are learned. This suc-

ceeds well, as we have proved for ourselves by several trials in the last two years.

Reader, if you are still pursuing the old and execrable course of calling up the pupil three or four times a day to say his A, B, C's, then sending him back to his seat to study his lesson, we entreat you to abandon at once and forever, a method so cruel to your pupils.

2. WRITING.

Writing is taught in this grade, and successfully. From this it will be seen that it is not necessary that children should spend two years learning and fixing bad habits in the fingers, from incorrect holdings of the pencil.

In these schools the child commences writing the first day, hence has no bad habits to overcome, nothing to do but to proceed correctly. Please note this; here is a great gain. This writing is done with slate and pencil, pen and ink not being introduced until the third year. Some buildings have writing teachers who devote their whole time to this department, others have not, hence the writing is taught in each room by the regular teacher of said room. In either case, we saw no writing that was not well done for the age of the pupil. The early part of this instruction is all given on the black board, just as it should be. The letter is made, the movement of the hand pointed out, also the form of the letter, the place of beginning, the place of ending, or closing. This converts writing, in a degree, into a mental exercise, instead of leaving it all mechanical. This gives interest, consequently tends to success.

3. DRAWING.

The charming study of Drawing is introduced in the second year. The exercises as a matter of course are simple; consisting in horizontal and vertical lines, the square, rectangle, and like simple figures.

This is a charming study for children. Every body, especially every teacher, ought to know this fact, and could know it by a little observation of a child with a state and pencil. Said one of the teachers in answer to our question as to whether it interfered with the pupil's progress in other studies: "No, not only does it not interfere, but it is a positive help." She continued, "I can teach the pupils more in their other branches by giving drawing in connection than I can without it."

The reason is obvious: drawing gives a zest to their studies, hence an attractiveness to school. It would give us pleasure were it possible to insert some samples of drawings which we brought home to keep as specimens of what little girls eight years of age can do.

Teachers, we say in all candor that we wish drawing was taught in, every primary school in Indiana. As some of you may not be acquainted with any suitable works on elementary drawing, we will, in order to aid you, name Bartholomew's Drawing Cards. These consist of six packs

or groups, each pack containing twelve cards, and costing 37½ cts. There may be others better, but we know of none such. These are good. They are published by C. G. Cook, Boston.

Reader, will you earnestly consider the subject of drawing in your school?

4. SPELLING BOOK.

This is not used in these schools, the Reader being used instead. From personal knowledge we cannot pronounce upon the wisdom of such a course. So far as we learned the opinion of the teachers, that opinion sustains the course. See Mr. Rickoff's opinions, page 327, Journal.

5. MAP DRAWING.

Here we saw in a degree beyond any thing we have ever met before, the realization, hence verification of our theories, on map drawing as an effectual means of learning geography. If our theories, what we saw in the classes, and learned from teachers, be not all wrong, map drawing is right. We wish that we could insert some specimens as argument in behalf of map drawing. Kind reader, you will allow us to urge this upon your attention.

6. DEFINING WORDS.

This department, just as it should be, is made preminent. It is introduced in the Third Reader, and continued throughout the reading course. The modes of teaching are different by different teachers. One of the teachers whom we heard, pursues about this course: Reads a sentence, children looking on the book, then calls for the definition. If the definition given by the children be defective or erreneous, she corrects and illustrates, they them repeat her definition. About twenty words are thus passed over and assigned for the next day's lesson. Next day these words are defined by the class orally; the third day they with their definitions are written out and read or handed to the teacher; and on the fourth day, original sentences are written containing the words correctly used.

Thus, disagreeable: I have a school mate who is a very disagreeable companion.

Thus, entertaining: I think Irving's Alhambra one of the most entertaining books I ever read.

In one of the schools the dictionary is not used; in another of the same grade it is. Our judgment is for the dictionary, subject however to certain restrictions.

In one of the Intermediate schools the mode was about thus, for a class in the Sixth Reader: recite once a week, definitions all previously written, but recited orally. Afterward write sentences containing words correctly used.

Conditions to be observed: written with ink; to be correctly puncts ated; words to be correctly spelled; manuscript to be neat and business like. &c.

Reader, much more might be written about these schools, but enough we hope has been written to give you some practical suggestions, enough to give you some intimations of their superior system and efficiency. Let me ask you in conclusion to note earefully the points wherein these schools differ from yours, and at said points stop and ponder, gathering light from both sources, namely, from these schools and from your own practice. Further, being solicitous for your improvement in the methods of teaching, and indulging the pleasing hope that you are more solicitous, I will give you the names of two or three gentlemen, who I shall assume will be ready to answer any questions you may choose to propound in order to further information concerning these schools. These names are, Lyman Harding, Sup't, Daniel Hough, Principal 1st Dist., W. E. Crosby, Principal 6th Dist. and John Hancock, Principal 1st Intermediate. Young friend, and remember it is principally to you this article is addressed, again the facts here given are commended to your investigation with an earnest desire that they may aid you in your arduous and wearing school room duties. Try all things: hold fast that which is good.

INDIANA NORMAL SCHOOL SOCIETY.

[The 'ollowing preamble and resolutions were passed at the Bartholomew County Institute. We commend the subject to the thoughtful attention of teachers.—Ed.]

Whereas, The State of Indiana, in her legislation for education, has neglected to inaugurate a system of professional training suited to the urgent demands of the practical teacher; and whereas, we believe such training as can easily and speedily be obtained in the Normal School, is an essential pre-requisite to systematic and thorough teaching; therefore,

Recolved, 1st, That we organize ourselves into an association, to be known as the Indiana Normal School Society, to be continued until the enactments of the General Assembly of the State shall render its further

continuance unnecessary.

2. That the sole object of this society shall be to so concentrate individual efforts as to bring within the reach of all energetic teachers the benefits to be derived from an annual Normal School session of not less than three nor more than five weeks' duration, the instructors of which may be chosen from the highest grade of educators in the county.

3. The officers of this Society shall be a President, one Vice President,

3. The officers of this Society shall be a President, one Vice President, and one Executive Committeeman from each county included in the organization, a Recording Secretary, a Corresponding Secretary, and a

Treasurer

4. That the teachers of any county in the State having formed a County Educational Association, may then elect a Vice President and Execu-

tive Committeeman, and having reported the same to the Secretary of

this Society, shall be entitled to membership.

5. That the President, Secretaries and Treasurer of this Society shall be elected during the last week of each annual session, and shall continue in office until their successors are chosen.

6. That the Executive Committee, President and Secretaries shall constitute a Board of Directors, who shall meet at least once a year, at the call of the President, at such time and place as he shall appoint, for the purpose of arranging business, &c., pertaining to the annual session.

7. That the traveling expenses of the members of the Board shall be provided for by their respective County Associations: but no compensation shall be allowed to any members of this Society for transacting busi-

ness pertaining thereto.

The officers elected for the ensuing year are, President, J. M. Olcott, of Terre Haute, Recording Secretary, Prof. J. Hurty, of Rising Sun, Corresponding Secretary, Rev. W. S. Dickey, Columbus, Treasurer, David Graham, of Madison.

We are authorized by the Superintendent elect, Mr. Olcott, to state that a notice, stating time and place of meeting of Board of Directors will appear in due time in the Journal.—En.

RESOLUTIONS.

From the resolutions passed at the Wayne County Convention of citizens, teachers and trustees, Aug. 11, we take the following:

1st. That we recognize the broad principle "that it is the DUTY of every Government to provide by legislation a system of public schools, which shall be open and free to every child in the land," as correct in theory, and wherever acted upon, highly beneficial and ennobling in its effects upon community.

2d. That we shall hall with pleasure the day which shall give to our schools a support adequate to their maintenance eight months in the

year.

3d. That we regard the various township trustees as legally and rightfully the overseers of the educational interests of our county, and as such we ask of them to provide as liberally for their support as the means which the details and discrete will result to their support as the means

which they hold at their disposal will permit.

4th. That an attractive school house, surrounded with the necessary outbuildings for comfort—enclosed with a neat substantial sence—the yard provided with good shade teees—the house well furnished with modern conveniences of furniture, maps, globes, &c., has an elevating and refining influence upon the minds of our children, and as such it is our duty to provide them.

5th. That in our present School Examiner we recognize an earnest and devoted friend of the cause of popular education—that we sympathize with him in his arduous duties, and will ever sustain him in his efforts to elevate our schools by demanding a higher standard of qualifications in teachers.

WOUNDED SOLDIERS, LOOK HERE!

The following resolution was unanimously passed by the Business Committee of the N. W. C. University, Indianapolis, Sept. 30th, 1863.

Resolved, That this Institution be open, free of charge, for Tuition,

Matriculation and Janitor's fees to all such indigent young men who may have been, or may hereafter be, permanently disabled in the military service of the country during the present war, and the Faculty of the Institution are hereby authorized to determine the questions of indigence and disability.

Already one noble soldier who has given his arm in defence of our liberties, is availing himself of the privileges conferred by the above resolution. From the Indianapolis Journal, we learn that like privileges have been extended by the Christian College at Merom, Sullivan county. Let other colleges show their patriotism and a well-timed benevolence by doing likewise.

ITEMS.

- Dr. T. B. Elliot has been elected President of the Indianapolis Board of School Trustees vice Judge Beal resigned.
- Rev. L. G. Har of this city has relinquished the teacher's profession for the time being, and connected himself with the commissary department.
- J. B. MALLETT of Decatur county has become a partner with James Rankin in the manufacture and sale of Rankin's school deaks. We ask for Mr. Mallett a cordial reception. He is in carnest, and the desks, superior.
- D. E. HUNTER of Bloomington has been appointed Examiner of Monroe county, vice Prof. Cole resigned. May the work prosper under his care as it did under that of his proceessor, and even more abundantly.
- Rev. R. M. Parks has been appointed Examiner of Lawrence county vice A. D. Lemon.

An Institute has already been held under the auspices of the new Examiner. This augurs well.

From Examiner Loveless we learn that the Trustees of Clay county have arranged to put Outline Maps into every school house in the county. This, without flattery, may be called progress.

VALPARAISO COLLEGE. From Prof. Staley we learn that this Institution opens with near two hundred students. Prof. Staley sends the names of all save two of the Trustees of the county, as subscribers to the Journal.

FROM ABROAD.

DECEASED. JAMES W. Lusk died Sept. 13th, at Cleveland, O., in the 39th year of his age. Says the Ohio Educational Monthly, "The de-

ceased was one of those choice spirits whose sincerity of character is as evident as their existence." It was not our privilege to know Mr. Lusk personally. We knew him only on paper, but thought even there we discerned the lineaments of a true man.

Our readers will remember that it was Mr. Lusk's pen which produced that series of superior articles on Penmanship which appeared in the Journal the latter part of last year and first of this.

Hen. Anson Smith, late Superintendent of Public Instruction in Ohio, has recently been elected Superintendent of the Public Schools of Cleveland, O. His salary is \$1800 per year.

TENTH ANNUAL MEETING OF THE PENNSYLVANIA STATE TEACHERS' ASSOCIATION.—This meeting was held in August, but we have had no room for notice until the present No.

A report was read by Rev. J. S. Ermentrout on "How to teach the English Language to German children."

Discussions of the following questions were the leading themes:

- 1. "What are the prominent objects of Text Books, and to what extent should they be used." Opinions as a matter of course were diverse. The general opinion was that teachers should use books less in recitations. The debate was earnest, increesting and instructive, but we have not space to insert argument.
- "2. Should Military Drill be introduced into our Schools?" This had friends and foes, some fearing a war spirit, and a military despotism, others fearing neither, held to the old adage that "in time of peace, prepare for war.." Added to this was the argument in behalf of physical culture, the per cent. of health and physical vigor being higher in military institutions than in literary.

The fund which we mentioned last year, for the teachers' cannon was increased to \$720, the required amount. This cannon is to be presented to the Government as The Teachers' Cannon.

General Sigel was present and made a few patriotic remarks; among which were the following: "Teachers, are the little army of humanity that must follow the army of the Union. Wherever our soldiers plant their banner, there must arise a free school. Otherwise our work will be in vain."

Our readers may not all know that before the war, Gen. Sigel was a teacher.

THE MEETING of the officers of Colleges and Academies of New York must, for want of space, remain unnoticed until next No.

EMANCIPATION in Russia, as elsewhere, is a wonderful stimulant of the intellect. In one district, which formerly had ten village schools and 256 pupils, there are now 1,123 schools and 16,387 pupils; in another the schools have increased from 20 to 277, and the pupils from 375 to

4,192; and in a third the schools have advanced from 308 to 1,238, and the pupils from 4,596 to 30,000.—Rechange.

Mr. JEFF. DAVIS ON EDUCATION.—From the Illinois Teacher we take the following, read before an Educational Convention, held at Columbia, South Carolina:

"Executive Office, Richmond, Va., April 22, 1863.

"Messrs. C. M. Wiley, J. D. Campbell and W. J. Palmer, Raleigh, N. C.

"Gentlemen: I have the honor to acknowledge your invitation to attend a meeting to be held in Columbia, South Carolina, to deliberate upon the best method of supplying text books for schools and colleges, and promoting the cause of education in the Confederate States. The object commands my fullest sympathy, and has for many years attracted my earnest attention.

"It would be difficult to over-estimate the influence of primary books in the formation of character and the development of mind. Our form of government is only adapted to a virtuous and intelligent people, and there can be no more imperative duty of the generation passing away than that of providing for the moral, intellectual and religious culture of

those who are to succeed them.

"As a general proposition, it may, I think, be safely asserted that all true greatness rests upon virtue, and that religion is in a people the source and support of virtue. The first impressions on the youthful mind are to its subsequent current of thought what the springs are to the river they form; and I rejoice to know that the task of preserving those educational springs in their purity has devolved upon men so well qualified to secure the desired result. I have only to regret my inability to meet you, because it deprives me of the pleasure your association would give.

"With my best wishes, I am, very respectfully, your fellow citizen, "JEFFERSON DAVIS."

AMERICAN INSTITUTE OF INSTRUCTION,—This venerable Institution held its thirty fourth annual session Aug. 25th, 6th and 7th. The following subjects were discussed:

- 1. "What kind of Instruction is best adapted to prepare our pupils to appreciate and discharge their duties as citizens and patriots?"
- 2. "Would the general introduction of Object Teaching into our schools be beneficial?"
 - 3. "The best methods of teaching Reading."

Several addresses were delivered on practical subjects.

Charles Northend, editor of the Conn. School Journal, was elected President. Attached to his name as a nucleus, is a comet's tail of names of Vice Presidents.

Samuel D. Mason was elected Secretary, and Wm. D. Ticknor of Boston, Treasurer.

T. D. Adams, Newton, Mass., and Granville B. Putnam, Quincy, Mass., Corresponding Secretaries.

OLLAPODRIDA.

Query 1. Will some one of long experience tell us wherein the benefit of so much parsing in English Grammar, lies? I cannot see that benefit?—H.

Query 2. Will some one who knows state that element of philosophy wherein there is a reason for for the examination of a teacher fifteen or twenty times in his life, whilst other professionals, the lawyer, the doctor, the divine pass with but one examination?—H.

A NEW PATENT FOR INDIANA—BARKER'S REFRIGERATOR.—Barker & Heath, of Walpole, Hancock county, Ind., obtained in last August a patent for what appears to be a very superior Refrigerator. It is constructed with non-conducting walls, canvas covers, air passages, ventilators, filters, and discharge apertures for the purpose of preserving the articles put in, not only cool but dry.

The patentee claims that it will give satisfactory results without ice, water being substituted. If this be true, it becomes at once a desideratum to farmers and others remote from ice deposits. The Scientific American says "it has many good features."

Readers, you who have or intend to have a nice little wife and an equally nice little home, may want the Refrigerator; if so you know where it is to be had for \$10.

THE TENTH ANNUAL MEETING OF THE INDIANA STATE TEACHERS ASSOCIATION,

Convenes in the Hall of the House of Representatives, on Monday, Dec. 28th, at 2 P. M.

PROGRAMME.

- 2 P. M. 1st, Preliminary Business; 2d, Report of Institute Committee; Miscellaneous
- 7 P. M. Inaugural Address by Pres. Benton. Discussion of subject. Miscellaneous.

Tuesday.

- 9 A. M. Opening exercises.
- 9.20. Paper by George P. Brown: "The best method of teaching definitions of English words in elementary schools." Discussion of subject. Miscellaneous.
 - 10.50. Social.
- 2 P. M. Paper by B. C. Hobbs, on "The importance of a more thorough study of the English Language." Discussion of subject. Micellaneous.
- 7 P. M. Address of G. M. Gregory, Superintendent of Public Instruction in Michigan. Discussion. Miscellaneous.

Walneslay.

- 9 A. M. Opening.
- 9.20. General discussion of the question, "Should the trustees both select and employ the teacher, irrespective of the vote of the people? Miscellaneous.
- 2 P. M. Paper on "The demands for teaching the Principles of our Government in our Common Schools," by Prof. G. W. Hoss. Discussion. Miscellaneous.
- 7 P.M. Address on Object Teaching by W. N. Hailman, Prof. of Natural Science, of Louisville, Ky. Discussion of subject. Miscerlaneous.

 Thursday.
 - 9 A. M. Opening.
- 9.20. Joint session of Examiners' Convention and Teachers' Association.
- 2 P. M. Reports of Committees; Reports of Officers; Election of Officers; Miscellaneous.
 - 7 P. M. Social Reunion.

BOOK TABLE.

ROBINSON'S NEW SURVEYING AND NAVIGATION, edited by Oren Root, A. M., Professor of Mathematics in Hamilton College. New York: Ivison & Phinney.

This is a revision, enlargement, and, we are pleased to be able to say, an improvement of Robinson's former treatise.

- 1. The paper and typography are superior; no small consideration in a text book. Text books which are to be looked into two or three hundred times a year, should, as the face of a friend, speak to you, at the same time, invite you to speak. Book makers too often overlook this feature. Such is not done in this book.
- 2. There is a series of fine cuts representing the Common Compass, Solar Compass, Transit, Engineer's Level, Theodolite, and Sextant.
- 3. The chapter on Mensuration is greatly improved by an increase of principles and an increase of problems under each principle. The mensuration of solids, however, has always with us been of doubtful fitness in a text book of surveying, a science relating strictly to surface.
- 4. The additions in the chapter on "Dividing and laying out land" please us much. The added examples are more practical. Had this feature in this chapter been carried farther, omitting a few problems in the old text which in our judgment will more likely occur in the mathematician's study than in the landholder's purchases or sales, the change would have been an improvement.
- 5. The definitions are more than usually concise and clear. We would however retain the same terms in the definition of a horizontal line and a horizontal plane, viz: both perpendicular or both at right angles.

The author, should he see this, may say this is hypercriticism. But he will admit that the elegancies of mathematics lie largely in minute accuracies; also, that the inelegancies lie largely in minute inaccuracies.

SUGGESTION.—Would not the table of logarithms, sines, tangents, cosines and co-tangents be a little more convenient for students by giving the tabular differences for one (1°) second, rather than for (10° ten?

CONCLUSION.—Our fixed conclusion is to substitute the new edition for the old, though by thus doing we turn out an old friend whose solid qualities we have been proving for five years.

Brownlow's Knoxville Whig and Rebel Ventilator.—I propose to publish a weekly and tri-weekly journal bearing the above title, at Knoxville in East Tennessee; and the weekly paper, made up from the contents of the tri-weeklies, I propose to send to distant subscribers for two dollars per annum, invariably in advance. Subscriptions and remittances will be forwarded to me at Cincinnati, from which place I expect to ship my paper and materials. I expect to issue the first number in October, as it was in that month, two years ago, my paper was crushed out by the God-forsaken mob at Knoxville, called the Confederate authorities. I will commence with this hell born and hell-bound rebellion where the traitors forced me to leave off, and all who wish the paper would do well to begin with the first issue, as I intend that single paper shall be worth the subscription price to any unconditional Union man!

In the rule of my editorial conduct I shall abjure the servility which destroys the independence of the press, and cast from me that factious opposition which gives to party what is due to country. And whilst the name of my journal indicates, in unmistakable terms, its politics, I shall, as a faithful sentinel, forget Whigs, Democrats, Know Nothings and Republicans, and remember only my Government, and the preservation of the Federal Union—as righly worth all the sacrifices of blood and treasure their preservation may cost—even to the extermination of the present race of men, and the consumption of all the means of the present age.

Publishers inserting this prespectus, once prominently, and sending me the paper to Cincinnati will be favored with an exchange.

September 7, 1863.

W. G. BROWNLOW.

PICTORIAL COVERS.—Messrs. Sargent, Wilson and Henkle have issued a new pictorial cover edition of McGutfey's Readers, which far surpass in beauty and general attractiveness those of previous editions. The design of these cover illustrations is indeed beautiful, the execution excellent and the representations tasteful, and suggestive of innocence and happiness. They will delight the children.

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THE

Indiana School Iournal:

GEORGE W. HOSS, A. M., EDITOR.

VOL. VIII.

Indianapolis, December, 1863.

NO. 12.

THEORY AND PRACTICE OF A SYSTEM OF OBJECT TEACHING.

D

BY W. N. HAILMAN.*

(Teachers are earnestly requested to send suggestions, questions and results of experience to the author, or to the editor of the School Journal.)

VI.

FIFTH PERIOD. (Sixth Grade.)

The exercises on the uses of objects are here continued and extended according to the suggestions for the previous grade, about once or twice a week. The practical importance of these exercises should not be underrated, since they enable the pupil to discover readily the qualities that may render an object useful—the uses to which an object may be put; a faculty which may be of inestimable valuable to him in after life.

Descriptions also are continued, but special attention is paid to the comparison of objects. We first guide the pupils to simply discover the resemblances and differences between objects; and, when they are sufficiently expert, we teach them the difference between essential and accessory or accidental qualities. These exercises must keep strict pace with similar exercises on plants and animals to be discussed hereafter.

It matters little whether we begin with the resemblances or differences; although, perhaps, it will be found best to study the differences first, since, as a general rule, they are more easily dis-

^{*}Prof. of Natural Science in Louisville Male and Female High Schools, Ky

covered. Thus, selecting the door and the window as an example, we might develop the following answers:

Differences. The door is in a division-wall, the window in an outside wall. The door reaches to the floor; the window reaches nearer the ceiling than the door. The door is made mostly of wood; the window mostly of glass. The door is used to let persons into and out of the room; the window to let light into the room, and to air the room, etc.

Resemblances. The door is a part of the house, and the window is a part of the house. Both are in a wall—in a wooden frame. Both are of a rectangular shape. Both are made partly of wood. Both are painted. Both can be opened and closed, etc.

In the same manner the table and the desk, the slate-pencil and the lead-pencil, the stool and the chair or bench, the ceiling and the floor and hundreds of other objects may be compared orally and in writing.

And here again the written exercises should be of two kinds; detailed as well as outline comparisons. As types we offer the following:

The SLATE PENCIL and the LEAD PENCIL.

The slate-pencil and lead-pencil are both used for the purpose of writing and drawing. They are fitted for this on account of their softness, leaving marks on slate-stone and paper over which they are drawn. The lead-pencil is made of two materials, plumbago and wood. The wood is needed to protect the plumbago, which is much softer and more brittle than the soap-stone, the only material of which slate-pencils are made. They are both long and slender cylinders, and for use are cut or ground to a sharp point at one end. The marks left by lead-pencils are black, while those made by the slate-pencils are either white or yellowish.

The SEWING NEEDLE and the PIN.

The needle and the pin resemble one another in their shape, both being nearly conical, tapering slowly toward a sharp point. They are both smooth and hard to the touch, and both are metallic; but pins are made of brass or iron, while needles are made of steel. They differ therefore in some of their qualities, steel being harder, more elastic, more brittle and less flexible than brass or iron and of a different color. We also find in one end of the needle a small oval eye, to receive the thread; but the upper end of the pin has a

small flattened head, against which the finger can be pressed without danger.

WINE and WATER.

The two liquids used for drinking differ in a great many qualities. Wine is semi-transparent, of different colors, usually of some hue of red or yellow, but rarely colorless; water is always colorless and transparent. Wine has both flavor and odor, but water is tasteless and inodorous. Wine is a vegetable, while water is a mineral substance. People may drink as much water as they please without becoming drunk, but if they drink too much wine they lose their senses and become drunk.

Wood and Stone (sand-stone).

Resemblances.

They are both opaque,

porous, absorbent, etc., etc. Differences.

They differ in color.

Stone is harder than wood.

Stone feels colder than wood.

Stone is heavier than wood.

Stone is tasteless, wood has a flavor.

Stone is inodorous, wood odorous.

Stone is more resonant than wood.

Stone is granular, wood is fibrous.

Stone is brittle, wood tough.

Stone is less elastic than wood.

Wood is combustible, stone is not,

Stone is fusible, wood is not.

Stone is more durable than wood.

Stone is mineral, wood vegetable.

WOOL and COTTON.

They are both white, fibrous, combustible.

Wool is heavier, tougher, more elastic, more durable than cotton.

Cotton is more flexible, softer, and has longer and thinner fibers than wool.

The teacher may here go even a step further and institute exercises on classification and generalization, but this is much more readily done with animals and plants; and under these headings the author will discuss them.

The exercises on miscellaneous objects should in the remaining grades of the school (in the Louisville schools there are ten grades, the first being the highest) be gradually merged into exercises on arts and manufactures. In most cases however the author has found it advisable not to begin this precarious change before the pupils reached the "Fourth Grade."

The extent and character of these exercises must necessarily vary with the ends which the teacher wishes to attain. In no case however should the teacher lose sight of the first principles of this system of teaching, sometimes termed Pestalozzian Principles. It is in these exercises, and some to be mentioned hereafter, that those principles are usually most grossly violated; and for this reason the author has thought it best to restate them here, although perhaps in a more concise form than the one in which they are generally known.

- 1. Accustom the child to activity. Never tell the child what it can discover; never do for the child what it can do.
- 2. Cultivate the faculties in their natural order of development—perception, conception (memory and imagination), comparison and generalization, judgment.
- 3. Proceed from the known to the unknown—from the simple to the complex,—from the whole to the parts—from the particular to the general—from the concrete to the abstract.

There is a favorite "Pestalozzian principle" which the author has rejected. It is this: "First synthesis, then analysis." Although in some subjects this principle is and ought to be followed, we find that in other subjects it would be more profitable to follow the inverse—first analysis, then synthesis. At any rate it is scarcely safe to use the terms synthesis and analysis, since so many mistake them respectively for induction and deduction; and since in the majority of cases where analysis should precede synthesis, induction should at the same time precede deduction. We therefore leave the earnest teacher to decide in each particular subject how to frame his method.

To show the importance of restating these principles here, we would simply refer to the fact that in no exercises are teachers so prone to contract the habit of lecturing and explaining, as in these exercises on arts and manufactures. Lectures may charm children of these ages for a short time, but they rarely leave fertile impressions; and as for explaining, it is only lifting the pupil over the obstacle. Let the same obstacle present itself again, and the pupil is as helpless as at the first time, and you have to explain again. Let the pupils set their minds to work—let them labor with their faculties—let them take difficult questions home again and again, un-

til by independent effort they have explained them. Of course the guiding hand of the teacher will also here always be useful; but while he guides, the teacher must not take the pupil's work upon himself.

Another warning we would briefly add here. The teacher should not aim too high—not at an exhaustive discussion of the various arts and manufactures. If he does he will at best load the memory, but the pupils will follow him with little interest, and accomplish little. Simple facts and principles is all that is needed.

Note. The author would recommend to teachers the perusal of Hazen's Professions and Trades, published by the Harpers. Those who aim still higher will find Bigelow's Technology a valuable source of information.

METHOD OF TEACHING GEOGRAPHY.

Probably no branch of study in our common schools is so poorly taught, or so indefinitely understood as Geography. Scholars often commit to memory many detached facts, unimportant descriptions, and long lists of names of tewns, capes, gulfs, rivers, &c., but gain no conception of the principles and laws that underlie this important science.

Geography is a science and should be taught as such, then the vast amount of details and extraneous matter that encumber our text books, can be easily learned. Prof. Arnold Guyot, Professor of physical geography at Neuchatel, Switzerland, one of the best geographers the world has produced, came to this country some ten years ago and by his many lectures before educational conventions urged the importance of the study of physical geography as the foundation of all geographical knowledge.

By the request of many who were deeply interested in the subject, he projected a series of *Wall Maps* for the use of schools, based on his system of instruction, viz: illustrating physical and political geography. All teachers and friends of popular education will be pleased to learn that this series of large maps, so long promised, are now ready. A Teacher's Manual also will be ready in a few days; but one great merit of the maps is that they can be used to advantage with any text book on political or physical geography now in

use in our common schools or academies. Their real merit, however, is of a much higher order. For accuracy, beauty, freshness, clearness, and harmony, they excel any before published in this country or in Europe. Probably no one is so well qualified to prepare works on geography. He has devoted his life time to the investigation of this science. He came to this country in connection with Prof. Agassiz, and each stands at the head of his respective department. Prof. Guyot has obtained a wide reputation among teachers by his lectures on physical geography, and by his published volume entitled "Earth and Man." This truly valuable book has passed through many editions, both in this country and Europe, and is still the very best manual on physical geography to be found in any language.

His complete works are now being brought out on a munificent scale, corresponding with their merit, by the enterprising publisher, Mr. Charles Scribner, of New York. The publication of his complete series of maps and text books is the largest and most extensive enterprise of the kind ever attempted-involving an expenditure of over \$40,000. The smaller maps and text books will be issued from the press as fast as possible. It is the intention of the author and publisher to cover the whole ground, and be able tofurnish maps and text books adapted to every educational institution, from the primary school to the highest university. The publication of these works will mark a new era in the method of teaching geography. Almost every teacher has been wearied by trying to impart a knowledge of the "ten thousand useful facts," which constitute the basis of our geographical text books. Innumerable names of towns, rivers, bays, &c., taxing the memory beyond endurance—giving trivial descriptions of each section or prescribed boundaries, with reference to the physical features, and with no recognition of the principles of the science of geography.

With the publication of these maps and books we hope for a new order of things, and that classes will not be left to wander without the guide of principle and law in the ancient wilderness of miscellaneous facts. Let them know and feel that the Great Creative Hand can be traced in all the departments of geography; that the earth is an organic total, fitted by all its structure to be the home of man; that there is a "life of the globe;" that the world, as much as the human body, exhibits design in all its members; that the air, ocean and land act and react perpetually upon one another, fitting

this "terraqueous sphere" for all the wants of the human race; that mountains, rivers, seas, &c., exercise an important influence on the products and industry of a people and the progress of nations; that nature provides for the growth of cities and towns; that the favoring winds and currents that aid the intelligent mariner are governed by law; in fact, that geography is a science worthy of their closest study. Prof. Guyot, as an investigator of truth in this direction, stands out in bold relief above all others.

None of the numerous pupils of the renowned Humboldt and Ritter has entered more into the spirit of investigation which was evinced by these acknowledged masters, than he, and none has developed, in a more felicitous manner, or with more important additions, the views which they were foremost to announce. Having been their pupil in early life, he adopted their views with an enthusiasm which foreshadowed his late distinction. He early became an earnest investigator of the natural world; the mountains and glaciers of his native land were his favorite study; and since his removal to the United States he has lost no opportunity to become familiar with the mountain ranges of the country.

Fortunate indeed for our American youth that he has undertaken the preparation of a series of maps and books illustrating and embodying the results of his patient investigations and high attainments.—Maine Teacher.

PENMANSHIP.-No. 2.

BY PAYSON, DUNTON AND SCRIBNER.*

In our previous article we sought to show that Penmanship, though a humble sister in the Fine Arts family, was a very important member of society, owing to her usefulness for record, correspondence, and tradition. We noticed the three features which should characterize her—Facility of execution, Legibility, and Beauty. We stated that as our system had been the pioneer in printing the copies on dry paper at the head of the page, and in arranging the letters according to the natural laws of form, by which so much has been done to advance the public taste and improve the general execution, so now in furtherance of the same ob-

^{*}Authors of a Manual giving a full statement of their system.

ject, we had published a Manual for Teachers, by the faithful study of which the instructor might be fully furnished for his work in this department of education. We then proceeded to the analysis of the two alphabets, and showed that an exhaustive analysis discovered nine Principles, six of the small letters and three of the capitals. That the subjection of these principles to a similar process showed us five Elements—the straight line, and the four curves f an oval whose height was twice its breadth. The results of this analysis were shown in the Plate which accompanied the article, to which we again refer in this. (See Oct. No.—Ed.)

Before we proceed to the further development of our method of teaching Form, we must pause to state one of the main features of our system. We ask the candid consideration of every earnest teacher. Our point is this: Writing must be taught in Concertcan be taught in no other way. Is it not from the grading of our scholars that such rapid advance has been made in general educa-. tion? What can be done with a class in Arithmetic, geography, or any other study, where each scholar has a different book or is in a different place in the same book? There was a time when this individual method obtained. But, happily, it is different now. Penmanship alone has been "left out in the cold." It is very strange that it should be so. It is easier, from the frequent renewal of books, to unite them in this than in any other study. There is no objection to class-teaching in this that is not equally valid in any other. How is it, then, to be accounted for? There is but one answer: Writing has been neglected either because it was considered of less importance than other studies, or because the teacher did not know how to teach. Now, we ask teachers to consider the immense practical value of a good handwriting to every pupil on leaving school and entering on business, indeed throughout his whole life, and then say if any of the "graphies and logies" can compare with it. Then, again, consider how the teacher's energies and toil are wasted when his pupils are in different numbers and in different copies of the same numbers. He goes about among them, makes a suggestion here, a correction there, an explanation elsewhere, without the possibility of seeing that they are attended to. One simple fact proves the worthlessness of this method: the last line of the copy is almost universally worse written than the first. Can this be teaching writing?

If any one asks, How can I get my class together? we answer,

Give out some waste paper to those who have nearly finished their books, and let them practice on that till the others catch up. Thus it will be easy to make all finish together. Then take an elementary number like No. 3, which contains exercises on the Principles, Groups of Letters, and the simplest forms of the Capitals, and commence a thoroughly systematic course of instruction according to our Manual. You will be astonished and delighted at the result. If you are yourself a poor writer you need not be discouraged; your pupils will have perfect forms in the copies. You can draw on the board the imperfect forms you find in their work for criticism.

We will suppose the class now prepared to write in No. 3; and it may be well to observe here that we have never found a class dissatisfied with this return to an elementary book, if it is simply put to them as a review, and especially when they are able to mark their improvement from copy to copy. The teacher takes his place at the board, facing the pupils. T. What do you see on the first page? C. The copy. T. Any thing else? C. Lines. T. Which way are the lines drawn? C. Some across, some up and down. T. Horizontally and vertically. What are the horizontal lines for? C. To write between. T. The vertical? C. To separate the groups of letters. T. What is the copy at the head of the first broad column? C. Four u's. T. Yes, the letter u repeated four times. When letters are joined together they are said to be combined; the line which joins them is called the combining line. (He draws the double horizontal lines and the two column lines on the board, and writes the four u's like the copy. He then draws two short vertical straight lines.) What printed letters can I make out of these two straight lines? C. n and u. T. How? C. n by joining the second to the first at the top by a curve; u by joining the first to the second at the bottom by a curve. T. Which are the main lines, then, in these letters? C. The straight lines. T. Compare the written u with the printed one: are the main lines still straight? C. Yes. T. Is there any difference in their position? C. Yes, sir, they are oblique instead of vertical. T. What is the upward curve for? C. To connect the two main lines. T. What is the turn at the bottom for? C. To unite the connecting line and the main line. T. Could they be united in any other way? C. Yes, sir, at the beginning of the u the connecting line and the main line at the top form an angle. T. Such a union we term a connection. Look again at the printed u, does it begin with a connecting line?

C. No, sir. T. Why? C. Because in print the letters in a word all stand separate. T. In writing they are united. What name did I give to the line which unites letters? C. Combining line. T. Notice, then, that every letter in script begins and ends with a connecting line. Now how does the combining line arise? C. By the closing and commencing connecting lines running into one another. T. Look at the copy. All the main lines have the same slope. All the connecting lines have the same slope. The combining lines alone vary in slope according to the necessities of combination, as we wish to have the letters nearer together or further apart. Primary analysis is the separation of a letter into its principles. Secondary analysis is the further solution of the whole into its elements. What is the primary analysis of the letter u? C. E. 3+P.1+P.1. T. Secondary analysis? C. E.3+2(\$E.1+1E.2+3 E.3). T. I write it on the board as you have told me, and put the E. of element 1 in Its, to show it is the main line. Look at the copy. Which slope most, the connecting lines, or the combining lines? C. The combining lines. T. Yes; remember that the main lines have exactly the same slope, and so do the connecting lines. That the first turns of each are exactly alike, as are also the second turns, except that of the last u, which is like the first. Where does the first u begin? C. On the base line. T. Notice exactly how far from the column, and begin yours the same. Where does the last u end? C. On the head line. T. Be sure and end there. What is the width of the u? C. The same as the vertical height. T. One more question: Which side of the turn alopes most? C. The right side. T. I want you first to trace the copy with dry pens; you will make one upward and one downward stroke for each count (showing them on the board); 1, from the base to the head line; 2, down to base; 3, up to head; 4, down to base; 1, up to head, with more slope for combining line, etc. What kind of line is 1? C. A curve. T. What kind of line is 2? C. Straight for three-fourths of its height, with a bend at the bottom for the left side of the turn, etc. T. Observe the exact shape of the turn. Let 3 shoot right out; do not make a great round turn with it. Now, trace. Ready. Put your pens on the precise spot you are to start from and your eyes on the book. 1, 2, 3, 4, 1, etc. Let the class trace several times. Then let each try the group on waste paper by count. After they have written two or three groups, ask such questions as these: How many have the

main lines straight? The main lines with the same slope? The turns like the copy? Too broad? Too narrow? The letters of the right width? Too broad? How can you make them narrower? (By giving the connecting line less slope.) Too narrow? How many began right? Ended right? Then let them write again. After two or three more groups, written down a column, each one giving attention to correct his faults, ask similar questions. Go about among them, observe the most prominent errors, and draw them on the board. Let the class criticise. Next, write in the copy books. Take up one point at a time for criticism, For instance: How many ended right? Five or six put up their hands. Bid them try again, and tell them, even if they have to make a long tail, to end just as near the column line as the copy does. Hew many have ended right this time? If they have followed your directions all will. How many had the lettres properly distributed? Try again. How many now? As soon as this point is settled, take up the main lines, get them straight through three-fourths. Thus continually aiming at improvement in one point after another, the last line of the last column will be almost, if not quite, equal to the copy in the large majority of the books.

But space warns us to close. In the Manual we have given several lessons on the above plan, one on each of the different divisions of the subject, besides their scientific statement in the first part of the work. In our next article we propose to give another plate, showing our analysis and method of teaching the Capitals.

Examiners and Trustees' Department.

EXAMINERS CONVENTION.

By reference to the Association Programme, it will be seen that there is an announcement for a convention of the Examiners of the State. The Superintendent has, or will forward a circular to each Examiner in the State. We are pleased that the Superintendent has deemed it proper to make this call. In our judgment there are several good reasons for holding the convention proposed. We notice some of these:

1. The important duties to be discharged by Examiners. Let any one turn to and read carefully the law prescribing the duties of Examiners, and he will be satisfied that Examiners, as other men, need to come together for counsel. The Examiner holds not only an important but a vital relation to the public school system of the State.

- 2. The judgment of the convention last year commends the call for this. At the close of the session the following resolution was adopted:
- "That this convention of Examiners express their thanks to the Superintendent of Public Instruction for having called them together to deliberate on the great questions pertaining to the subject of education, and we recommend that such conventions be held annually."
- 3. The joint meeting of examiners and teachers. This we think a most happy arrangement, adding to the interest of each body, giving examiners an opportunity to see and hear the teachers, and teachers an opportunity to see and hear examiners.

Without enumerating other reasons we think these sufficient to convince every examiner in the State that if in any wise practicable he ought to be present. Examiners, we honestly believe the cause in which we are engaged demands your presence. Hoping you will make reasonable efforts and sacrifices to be present, we leave the subject, repeating the educational axiom: Education is an exacting master, expecting every servant to do his duty.—Education.

DISTRIBUTION OF SUPERINTENDENT'S REPORT.

We are pleased to learn from the Superintendent that at last money has been furnished to pay for transportation. This delay has been no fault of the Superintendent. These Reports have been sent to the Examiner in care of the Auditor. Examiners, you will doubtless secure these, and distribute them among your trustees, teachers, and libraries.

UNIFORMITY IN WAGES.

Before us is an article of considerable length by W. G. Hubbard, taking very decided grounds against the action of the trustees of Hendricks county relative to a decision fixing the same price for teachers irrespective of qualification. We cannot insert the article entire, but give extracts. The author's position is correct, but might be, indeed should be, extended to cover the principle, not simply its application in Hendricks county. Experience and skill in teaching are as experience and skill in any other business, worth more than inexperience and unskillfulness. This is a point trustees will do well to heed. In most of our large cities there is a well defined grade of wages based upon grade of experience; first six months, so much, second, so much, third, so much, on until such

time as the teacher ought to mature into a sound experience and consequent skill.

Mr. Hubbard speaks thus:

MR. EDITOR: Through the School Journal, with your consent, I prepose to say a word about, and perhaps to the Township Trustees of Hendricks county. In the fore part of September the trustees held a meeting in this county, at which most of them were present. Of the whole design of this meeting I have not been apprised, but I am credibly informed that one thing they did was to agree upon a certain price to pay teachers; this is what I wish to speak of. They agree, if I am rightly informed, to pay female teachers one dollar per day and male teachers twenty-five dollars per month, making no difference for qualification or for difference in districts. Consider the effects of this. What inducement is there for a teacher to better qualify himself for the work, if better qualifications will avail him nothing? It seems to me that by this act they injure not only the teacher but also themselves and the children. They turn, by this act, the best talent into some other channel, for there is no man that has talent and education sufficient to teach a school as it ought to be taught, that cannot make more money at something else. We want the best talent. Hence it is injuring the children to discourage that which they so much need, viz., better teachers and

No difference for experience. No difference if one has proved himself a good teacher and another has not, it is all of a price. I can see no justice in such an act. For instance, a teacher of my acquaintance began a school last fall in a small district with only twelve scholars. She had never taught, and she received one dollar per day, a very fair price considering the circumstances She has taught one year in that district, and has proved to the satisfaction of her employers that she is a successful teacher. She now opens a school in the same place with about thirty scholars, some having come from other districts to attend her school. She reads two educational journals, attends regularly a teachers' association which meets monthly, has attended a teachers' institute this fall, and is a live teacher. Justice and reason demand that she should receive more than when she began: but she is within the limits of this act of the trustees and receives one dollar per day, and is put in the same class with all whose efforts at teaching are merely an experiment, rot knowing certainly whether they can teach or not.

Pay and work are mutual dependencies; good pay prompting to good work, and good work deserving good pay.—Anonymous.

Primary Teaching.

ANNA P. BROWN, EDITRESS.

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ARITHMETIC-No. 2.

BY JESSE H. BROWN

In a former article on this subject, the attempt was made to present some methods by which children can be led to understand somewhat the nature of numbers, their relative value, and the symbols that represent them, preparatory to operations in the fundamental processes of Arithmetic. It is now preposed to speak of teaching Addition and Subtraction, with the understanding that what is said is intended to be applied to classes that have been trained in the exercises referred to.

The processes of Addition and Subtraction, it will be admitted, are fundamental to all numerical calculations—Multiplication and Division being but abbreviated applications of them—hence the necessity of great rapidity and accuracy in these operations which constitute the first important result to be aimed at in teaching Arithmetic.

They will be spoken of as substantially one process, or at least as processes that should be acquired simultaneously, for the child can see while experimenting with the objects, that as he can combine two groups into one, he can as easily separate the one into two.

When divested of useless theory they are very simple operations, and this practical simplicity should be preserved in teaching them, and not only in teaching them, but I will digress so far as to say, in all primary teaching-keeping in view the fact that the great object is to benefit most those thousands of children who never go beyond the very simplest rudiments of an education at school. With these children the object of all teaching should be to fit them for earning a living. This view may seem sordid, but it is correct. The fate of this class of mankind, and it is a large one, seems to be that their necessities shall always press upon the means of supplying them, and education with them should be directed to this paramount necessity—the earning of a living. It is indeed the indispensable requisite for all literary culture, and the necessary foundation of morality. In this work it is the province of these operations to give nimbleness to the mental fingers, furnishing no unimportant item in the child's outfit for grappling the multiform problems of his life, and forming the foundation upon which to rest the ladder of his future acquirements.

The first step after laying aside the objects is to see that the children can add and subtract by ones, without hesitation; this point is sometimes overlooked with much detriment to progress. Begin at the beginning

This done, commence with the twos. Place a horizontal or perpendicular row of them on the board, add them one way and subtract back to the beginning. Nothing should be given by the children, but the result at every addition and subtraction.

Recitations should be short, and spirited, and every possible variety given to them, to make them interesting, and to insure attention and enthusiasm. The twos learned, combinations of the twos and ones should follow. Then the threes and combinations of threes, twos and ones. This much should be mastered by the children so as to go through it without any hesitation when ready to commence the Second Reader. Further suggestions as to conducting the recitations are unnecessary, as details must always be managed by each teacher in his or her own way.

Results are what is wanted. Get chem in what way seems best, but get them. Too much dependence should not, however, be placed on concert recitation; individual drill should be practiced as much as possible,

These processes should ultimately be carried through all the digits and their combinations with those below them. In connection with this work a few examples, sometimes called sums, by the children, should be placed upon the board each day, involving addition and subtraction to the extent of their advancement, to be performed and brought to the class at the next recitations on the slates. These should be carefully examined, criticised in every particular, and praised when commendation is due. Two or three examples may be made to furnish much work by having all the addings subtracted from the sum, which of course leaves nothing at the end, and proves the work. When children can do this, and are properly encouraged by their teacher, they can see that they are doing something; they will become interested and will learn.

All the forms of the addition and subtraction tables should be used in connection with the exercise upon the board. Thus, while adding by threes, the following tables should be learned, and become permanent fixtures in the minds of the children:

```
3+1= 1+3= 3+4=
+2 = 2 +
           +1=
+3 = 3 +
           +5=
           +7=
+4= 4+
 +5 = 5 +
           +6=
 +6= 6+
           +8=
+7= 7+
           +2 =
+8=8+
           +3=
 +9= 9+
           +9=
```

Which should be read 3+1=4, 4-1=3, &c., or 3 and 1 are 4, 4 less 1 are 3, &c., or the teacher points to the number to be added or added to, as the case may be, and the children give only the result.

There are methods for securing very rapid work in addition that might be given here if time and space permitted. It is the opinion of many good teachers, however, that that method is best which adds the numbers as they occur in the column without any grouping or separating of them to form easy combinations.

In the matter of carrying in addition or increasing the minuend figure in subtraction, no lengthy explanation should be attempted. Show how it is done, and let the children do it. Leave all that learned talk about going from units to tens and from tens to hundreds and so on up to tenthousands probably, and the laborious operation of getting back to units with a ten and leaving nines all along behind, for older heads than you are dealing with at this stage of affairs.

This suggests the subject of numeration: teach the names of the places as they are needed to be known and no faster.

The theory of numbers and other general principles should be deferred to an age when the reasoning faculties and the judgment are prepared for such exercises. We want the how, the way. The true method teaches these first, then the analysis, and lastly the abstract or general principles.

Department of Public Instruction.

Office of Superintendent, Indianapolis, November, 1863.

There is quite a variety of opinion relative to the legality of the charge which is made by School Examiners for the examination of applicants for license to teach the common schools. Please give us your opinion on this point in the next number of the School Journal, and oblige, Teacher.

Ans. The 34th section of the school law provides among other things, that the Examiner shall be entitled to a fee of one dollar for each male, and fifty cents for each female applicant examined for license, to be paid by the applicant. The fee thus allowed, is for each applicant examined, which includes and means, all applicants examined. It is not limited to applicants who are licensed, nor to applicants who are examined as to their qualifications to teach other branches of learning, additional to the six mentioned in the thirty-third section of the school law.

QUESTION. In cases of vacancies in the office of Trustee for school purposes, in an incorporated town, or city, on what officer, or board of officers, does the appointing power to fill such vacancies devolve?

AUDITOR.

Answer. Such power devolves on the Auditor of the county in which such a vacancy occurs. That office was created by the fifth section of the school law of 1861, and the sixth section of the same law pro-

vides for filling vacancies which may occur in it. No provision of the statute has ever authorized the Boards of County Commissioners, or Boards of Trustees of incorporated Towns, or city Council to fill such vacancies.

Section nine of the Township Act, chapter 133 of the Acts of 1859, page 221, provides that all vacancies in the office of Township Trustee shall be filled by the Board doing county business in term time, or by the Auditor in vacation.

The sections of the law above referred to are understood to be in full force; and any appointment of Trustee for school purposes for an incorporated town or city, made by any of said Boards, would probably be, void for want of jurisdiction.

Samuel L. Rugg,

Sup't Public Instruction.

For want of room a long and interesting article for this department is laid over until next No.—En.

RDITORIAL-MISCELLANY.

SOME OF THE UNEMPLOYED EDUCATIONAL FORCES.

In looking over the work to be done in our State and the means of doing it, we are fully persuaded there are means not worked to the measure of their capabilities—that is to say, there are unemployed educational forces. In this article we propose noticing some of these forces.

An efficient political policy is couched in the aphorism. "Keep it before the people." That the policy indicated in these words is philosophic and when carnestly applied is effective, no careful observer can doubt. Hence we inquire, may not the same policy be effective elsewhere—may it not be effective in education? We shall assume that it would be if earnestly and wisely applied. This true, then, as a general proposition, we propose noticing a few cases of its special application:

1. When an educational body assembles, whether county or State, let its proceedings have fair publicity through the public organs, newspapers. Let the community, the county, in some cases the State, know that a body of earnest men and women are assembled for the high and noble purpose of advancing the educational interest of that community, county, or State. This notice should not only direct the attention of the public to the fact that these men and women are at work, but should also show the nature of the work, also the means and agents for its accomplishment. Consequent upon this, comes public attention, afterward interest; finally co-operation.

Returning to the political policy, politicians do this. Does any one of Sch. Jour.—31.

our readers remember a county convention for political purposes which was not heralded by stirring announcements, such as, "stand by the colors," "rally to the rescue," "serve your party and save the country"? At the close of said convention were not the proceedings spread in platitudes before the reader, not only in columns but whole sides of newspapers, and sometimes in pamphlets? We are making no objection to this, simply stating facts whence we may deduce arguments. The argument stands thus: Let us profit by their example, using wherein honorable, like means to accomplish like results. Negatively, how often county educational conventions assemble, work and disperse, without a line in the newspapers announcing when or whence they came, where or what they labored, when or whither they departed. Afterward, the complaint is sometimes heard, the community takes no interest. Teacher, please stop that complaint until you clearly determine the fact whether the community was properly informed concerning said meeting.

In concluding this division of our subject, we would say, let us look about us and see if there are not unemployed forces, and if so, let them hereafter be employed diligently, earnestly, constantly.

2. The diffusion of educational intelligence. Almost all other kinds of intelligence find way into the public prints before educational intelligence. If a man puts up a new fence, re-roofs his barn, or re-paints his house, a paragraph in the newspaper heralds the fact. If a horse's mane has been shaved, if a carriage is upset, every body scared and nobody hurt, it a specimen of Young America goes home late at night so completely under spiritual influences as to put his coat in bed and hang himself on the back of a chair, each event must figure with its appropriate comments in the newspaper.

On the other hand, how is it with educational intelligence? A new school house goes up wherein are to be trained forty or a hundred young immortals, and what do the newspapers say? They silently say, let the school house silently go up. Again, some devoted teacher is teaching a model school, training the intellect, the heart, the life, of two or three scores of the future sovereigns of the Republic, the silent notice, i. e. the absence of a notice, says let him teach, let him train. (Of course there are exceptions to this.) In all this we are not finding fault, merely stating facts. All we ask is that in a degree, a like course may obtain in education. In other words, let education like other matters be "kept before the people."

As one among many of the means to this end, we would name an Educational Column in each county newspaper. Scarcely an editor in the State, save in our larger cities, would refuse the use of a column for such purposes. The editing of this column could be done by a committee or a single individual appointed by the county Association or Institute. If there be no such organization, let the Examiner or some other pro-

gressive teacher appoint himself editor pro tem., and do the work until others come to his aid. Such a course will accomplish much. In evidence of this, facts speak. Few counties, according to our judgment, have advanced more rapidly within the last three years than Decatur, and no county within our knowledge has so uniformly kept a well filled column in the county paper. Without doubt, this has contributed much to this advancement. Wayne has for years made a liberal use of her home papers. The educational status of Wayne is 'too well known to need affirmation.

We notice as a second among these unemployed forces, interest in elections to educational positions. We think we do not misrepresent our profession when we say that we exert but little influence in determining who shall fill the offices affecting educational interests. We shall not boast of our profession by saying we are able to exert a great influence. nor will we insult our profession by saying we are unable to exert any. We believe we can exert a very considerable influence. Secondly, we believe we owe it to the cause to judiciously exert that influence. No one we think will question the justness of the position that educational interests are better subserved by either educators or by warm friends of education. This true, who should be so much interested in placing such men in office as the teacher? If laws are to be made or amended affecting the interests of education, the safest place to begin is behind the election, i. e. with the nomination. Secure the man who favors such laws. and when he goes to the Legislature he will most probably work for that law. But wait until the election is over, and your representative will probably say to your appeals, the proposed law may be good but I can't see it. Or worse, wait as we generally do until the Legislature has assembled, then pass a few resolutions requesting certain measures. In the hurry of business these resolutions may possibly be honored with a reading, but hardly with a careful exhaustive investigation. simply too late. These men had heard nothing of this matter at home in their respective counties, hence are not disposed to give it attention. Indeed, these requests lack the potential element always recognized in a representative government, the "wish of my constituents." Or worst, wait till the Legislature has adjourned, then find fault that they have not done something in behalf of education.

No, fellow teachers, let us about face, and begin at the beginning, begin where there is at least a probability of success, and possibly we may succeed.

This principle or course of action applies to other offices, as township trustees, county examiners, and State Superintendent, and others affecting the interests of education. Negatively, c ses are not wanting wherein all the teachers of a township has a stood stock still, not lifting a finger

or uttering a word while a man was being nominated trustee who was notoriously opposed to the public school system. Yet in the face of this they knew, or ought to have known that by the law "the trustee shall take charge of the educational affairs of the township."

Without speaking individually of the other offices, we see enough to warrant the assertion, that at this point a reform is needed. Worded otherwise, the teacher's, the true teacher's work is not all inside the school room.

Much remains unsaid on this subject, but we desist for the present. In some points the subject is somewhat delicate, but it is important hence we have presented it under the sense of a duty. We are not fully satisfied that we have presented it in the best light, but hope we have succeeded in presenting it in such a manner as to show at least that there are elements of strength here which deserve consideration. Teachers will you consider these suggestions? And if they are sound act upon them, if unsound, point out to us and others that unsoundness. There is educational work to be done in Indiana, and to teachers belongs in a good degree this work. Hence let all legitimate unemployed forces be employed.

THE YEAR'S WORK.

At the close of a year, it is a pleasure for a class of earnest workers to look back and see reliable evidences of progress. The educators of Indiana viz., teachers, examiners, trustees and others (who have labored in word or deed), are entitled to this pleasure. The visible elements of this progress, are:

- 1. The efficiency of the Institute campaign; this being, according to our best judgment, twenty per cent. in advance of any preceding year.
- 2. The inauguration of a system of county trustee conventions; an element of great strength, if well worked.
- The organization of many county Associations; several in countiesnever before occupied.
- 4. Superintendent Rugg's decision declaring the right of trustees to pay for the Journal out of "special revenue;" thus putting the Journal into the hands of three hundred trustees, consequently contributing much to the conventions mentioned above.
- The increased circulation of the Journal; this being from 800 to 1550.

So elated are we in looking over these evidences of progress, that it is with difficulty we restrain our feelings from running off into a jubilation. We however stop short, to drop a word of exhortation. Napoleon's motto was, "Nothing is done so long as any thing remains to be done."

Hence, let us onward. Notwithstanding Indiana is wedged in and crushed between the upper and nether millstones, the Supreme Court and the Constitution, she can be moved, is moving. Seven thousand shoulders severely and steadily to the wheel will give another full, grand revolution by the first of December, 1864. Hence to our posts, all.

STATE ASSOCIATION.

We hope teachers do not need urging to attend the meetings of this organization so vital to the success of the public school system. If however, any one needs urging, he is directed to the excellent programme of exercises, especially to the two new features, viz., the Convention of Examiners, and the increased length of session. For additional particulars see the remarks of the chairman of the Executive Committee.

NOTICE.

The Board of Directors of the Indiana Normal School Society are hereby notified that a primary meeting will be held at the State House on Thursday, December 31st, at 1½ o'clock, P. M. It is important that we have a full attendance.

J. M. Or.corr, President.

REPORT OF COMMITTEE RELATIVE TO THE EMPLOYMENT OF TEACHERS.

Made to the Marion County Teachers' Association, Nov. 14, '63.

Your committee to whom was assigned the duty of examining and reporting relative to that portion of the School Law guaranteeing the right to "school meetings to designate the teacher whom they desire to teach their school," respectfully submit the following:

Whereas, the above named portion of the law, during the entire period of a seven years' trial, has been a source of evil, producing neighborhood strifes, parties in the school, consequently neutralizing the efforts of the teacher, sometimes preventing the opening of schools, and sometimes causing them to be disbanded after being opened, therefore,

Resolved, That said clause of the law should, at the next section of the Legislature, be repealed.

Resolved, 2d, That the law should be amended as follows:

1. There shall be elected three Directors for each school district.

These directors shall, after the expiration of the office of the first three,

hold their office three years, one returing annually. The first three shall serve as follows: one, one year, one, two years, and one, three years.

- 2. To the Directors shall be assigned the duty of selecting and employing the teacher or teachers for their district.
- 3. The Township Trustee and the Clerk of the Board of District Directors shall constitute a Township Board of Education.

This Board shall be charged with the general educational interests of the township. In order to the discharge of this duty, this Board shall meet as often, at least, as twice per annum.

George W. Hoss, A. C. Shortridge, Cyrus Smith.

The above report was unanimously adopted, with a request that it bepublished in the School Journal, Daily Journal, and Gazetto.

MARION COUNTY NORMAL SCHOOL

This school opened in Indianapolis on the 21st of July last, and continued flue weeks. The number of names enrolled was 67. The average grade of scholarship was high—the highest I have over known for the number of teachers.

The school was under the management of A. C. Shortridge, Sup't, P. Bond, and G. W. Bronson, all experienced teachers.

The daily recitations were confined principally to the branches taught in our common schools.

The Spencerian system of Penmanship was well taught by G. L. Pinkham. Spencer himself was with us something more than a week.

Lessons in Vocal Music were given, daily, by Prof. J. H. Wheeler. Prof. W. is a live teacher, if we have any.

Profs. Lyman and Kidd, each drilled us a week in Elecution.

We had a series of goo! deducational and scientific Lectures delivered before the school, by Rev. N. A. Hyde, Prof. R. T. Brown (Prof. B. delivered a course on Physiology), Dr. Parvin, Prof. G. W. Hoss, Rev. G. P. Tindall, Rev. Henry Day, and Rev. J. H. Nixon. Prof. Demott read several papers on Primary Teaching, which were appreciated and commended by all. Several evenings and a part of each Friday, P. M. were devoted to the discussion of various subjects pertaining to teaching.

A Journal was read at the close of each morning session, which afforded some instruction, and much amusement.

The School of Children, connected with the Normal, was, most of the time, well conducted; and was profitable both to children and teachers.

At the close, several resolutions (none of which I new have before me)

were passed. One, I remember, was strong anti-tobacco. Another highly commended Institutes and Normals. We were all patriotic and loyal, but I think we took it for granted that every body knew it, hence did not pass a resolution to that effect.

W. A. B.

The above came at a very late hour, why we do not know.--ED.

ASSOCIATIONS ORGANIZED.

IN VIGO COUNTY: Pursuant to call about 75 teachers and trustees met in Terre Haute on 7th ult., to organize a County Association. The organization was effected, sixty persons becoming members. This is an unusually promising beginning. Though not directly informed, we infer this meeting was called and the ball set in motion by J. M. Olcott, Sup't of the city schools. Where working men are work will be done.

Mr. Olcott sends the names of 30 new subscribers, with the green-backs or their equivalents.

IN DELAWARE COUNTY: From the minutes forwarded, we learn that on the 7th ult., the teachers of Delaware county met and organized a county Association. Prof. E. J. Rice, of the Muncie schools was elected President, and Mrs. Rice Secretary. Where Prof. Rice goes an Association must exist. When he went to Henry county there was no Association, but when he left, there was a flourishing Association under whose auspices a successful Institute of two weeks' duration was held last summer. Prof. Rice sends the names of 35 subscribers, with the accompanying greenbacks.

The Secretary will excuse so large an omission of the minutes because of want of room. We, however give place to one of the resolutions:

Resolved, That we consider it our sacred duty, and pledge ourselves to endeavor to instil into the hearts of our pupils a love of country, irrespective of sectional or party interest.

In Morgan Co.: From Harlan Stewart we learn the teachers of Morgan were to meet at Mooresville on the 21st ult. to organize an Association. We have not heard the result. Hope to hear in time for next number. Conformable to invitation, we would have been present, had it not been for the intervention of thirty miles of non-railroads.

INSTITUTE.—A successful Institute was held in Huntington the first week in November. About 30 teachers were in attendance. We had an urgent invitation to be present, but other duties forbade. While the Institute received no aid from us, we are pleased to learn that it received aid, and that highly satisfactory, from Hiram Hadley. Of this aid and of Mr. Hadley, Dr. Lewis speaks thus: The visit of Mr. Hadley added greatly to the interest of the occasion. His experience and ability as a

teacher, and his kindliness of manner in imparting instruction, won the hearts of all."

THANKS.—Our thanks are due a very large number of teachers and examiners for their successful and disinterested labors in behalf of the Journal. In several counties, examiners have forwarded, during the year, from 40 to 70 names. Examiners are in a favorable position for procuring subscribers; without this aid the circulation of the Journal would necessarily be several hundreds less. With the aid, however, of all examiners, equal to that of 15 or 20, the circulation would be many hundreds more.

Without prolonging remarks, we tender our sincere thanks to all. Were the number not so great, we should be pleased to name all who have thus co occated, whether teacher or examiner. Perhaps it is just that we should name a few who have sent lists within the last few weeks, and of which lists no mention has yet been made. Among these are Examiners Powner, Loveless, Hadley, Cox, Hunter, Kilgore, Dickey, Blackstone, Staley, Martin, Laird, McRey and Onyett.

ITEMS.

ALL THE TRUSTEES OF CLAY COUNTY are subscribers to the Journal. (Will examiners inform us hereafter when the names of all their trustees are in?)

OUTLINE MAPS have recently been placed in all the schools in Franklin county save in three townships.

LAWRENCEBURG has recently, if we are correctly informed, completed a large and tasteful public school building.

THE TEBRE HAUTE BOARD recently published a neat pamphlet of 16 pages containing Rules and Regulations for the Government of their Schools.

Because of insufficient room, the pupils in the Primary rooms of the Indianapolis schools have been divided, as we recommended in our Report last year, into two equal sections, one attending in the forenoon, one in afternoon.

SUPERINTENDENT RUGG contemplates ordering a second issue of the School Laws, the copies of the first issue all being distributed. We are not certain that this is best, since a publication will most likely have to be made after the next session of the Legislature to incorporate needed amendments.

JAMES RANKIN has resigned the superintendency of the Madison schools that he may give his whole time to the interests of his desks.

Hamilton County.—S. V. Cochran has been appointed Examiner, instead of P. S. Lawyer, and Allen Hill has been elected to the head of the public schools. Since these changes, subscriptions commence coming to the Journal. Such was not the case before. This is a sign of progress. According to report of citizens, education in Noblesville has been for the last few years on the "down grade." It is believed a change will come with this change of men.

CRAIG'S MICROSCOPE.—We have recently been using one of these beautiful little instruments, and are prepared to say, for once a cheap thing is not a *cheat*. It costs \$2.50 yet its magnifying power is equal to a compound instrument costing from \$10 to \$15; in illuminating power it is not quite equal. We call attention to this, because we believe many teachers will be pleased to learn that there is such an instrument at such a price.

FROM ABROAD.

School Commissioner of Ohio.—E. E. White, editor of the Ohio Educational Monthly, has been appointed School Commissioner of Ohio, vice C. W. H. Cathcart treasonized. We are pleased to hear of the promotion of any brother editor. But we are specially pleased in Mr. White's promotion; because, taking the editor as measure of the Commissioner, we see indubitable evidence of competency and efficiency. Safely may we state it stronger: if Mr. White shall fill the office of Commissioner as he does that of editor Ohio could not easily find a better man.

Our readers perhaps know that Cathcart resigned to commit treason, or at least to commit an act that put him on trial for treason. If guilty, let him die, and his name rot, all the people saying amen.

PRESENTATION.—The following we take from the Massachusetts Teacher. It is pleasant to be thus watched and afterward chained. May some of the fair teachers of Indiana receive like treatment.

"The subscriber desires, through the columns of the *Teacher*, to acknowledge with gratitude the gift of a gold watch and chain-pin from her friends in Rockville and vicinity; also a gold chain from her young friends in East Medway. The watch bears the following inscription: Presented to Miss B. L. Adams, by School District No. 2, Medway.

A token of our appreciation of her zeal for the mental and moral improvement of our children during seventeen terms. September 10, 1863.

B. L. ADAMS."

Schools for Colored Children.—Five schools for colored children are now in operation in New Orleans, and eight in Nashville, six hundred pupils attending the latter.

A call is being made for a large number of teachers to teach the Freed-men of the South. The United Presbyterian church recently sent forward some twelve or fourteen teachers and ministers.

"General Thomas expresses the most earnest desire that ministers and teachers may be sent into his department in numbers sufficient to meet the demand, which it is evident is more than any one denomination can send."—Report of Agent.

From the above and kindred facts, it is apparent that a wide and fertile field is opening to the philanthropic and christian teacher.

George Peabody, the eminent American banker of London, has presented Yale College with a geological cabinet costing \$125,000.

OUR PROGRAMME.

More than usual pains were taken this year with our Programme. For the first time perhaps in many years it represents the wishes of nearly every member of the committee and not of one or two. The subjects we think are important ones, and will be treated by some of our most able educators. We call especial attention to the address by the Superintendent of Public Instruction of Michigan.

We have allowed still more time than last year for discussions and miscellaneous, and added one more day to the session. We trust the time will be fully occupied, that we know the changes have been acceptable and profitable. We call especial attention to the general discussion. Let all come with an opinion to be expressed.

OUR MEETING.

Of the attendance we can say but little, though we think it will be good. If every teacher does his or her duty, we know it will be. No one should hang back for a few dollars expense; our country is to be saved by sacrifice, and that must not all be made by our soldiers in the field. We have something to do. More than ever humanity calls us to labor. More than ever are teachers needed to be abroad. And more than ever are wise counsels demanded. Come ane, every one, and cast in your mite. To the ladies, we say your expenses in the city shall be nothing. Arrangements have been sommenced that will secure you accommodations free of charge.

Teachers will meet the Executive Committee at Merrill's book store in Glenn's Block, Washington street,

Railroads centering in Indianapolis have been so crowded that no arrangements could be made so long before hand, but we have no doubt the Ind. Central, the Cin. & Indpls., the Peru & Indpls., and the Lafayette & Indolis, will extend the usual courtesy. The Madison & Indols. and New Albany & Chicago are already pledged, and others are in correspondence. No excuse for non-attendance. Thomas J. Vater.

Ch'n Ex. Com.

Our exchanges throughout the State will please copy or otherwise notice the programme of the State Association, and oblige-Editor.

THE TENTH ANNUAL MEETING OF THE INDIANA STATE TEACHERS' ASSOCIATION.

Convenes in the Hall of the House of Representatives, on Monday, Dec. 28th, at 2 P. M.

PROGRAMME.

2 P. M. 1st, Preliminary Business; 2d, Report of Institute Committee; Miscellaneous

7 P. M. Inaugural Address by Pres. Benton. Discussion of subject. Miscellaneous.

Tuesday.

9 A. M. Opening exercises.

9.20. Paper by George P. Brown: "The best method of teaching definitions of English words in elementary schools." Discussion of subject. Miscellaneous.

10.50. Social.

- 2 P. M. Paper by B. C. Hobbs, on "The importance of a more thorough study of the English Language." Discussion of subject. Micellaneous.
- 7 P. M. Address of G. M. Gregory, Superintendent of Public Instruction in Michigan. Discussion. Miscellaneous.

Walnesday.

9 A. M. Opening.

9.20. General discussion of the question, "Should the trustees both select and employ the teacher, irrespective of the vote of the people? Miscellaneous.

2 P. M. Paper on "The demands for teaching the Principles of our Government in our Common Schools," by Prof. G. W. Hoss. Discus-

sion. Miscellaneous.

7 P M. Address on Object Teaching by W. N. Hailman, Prof. of Natural Science, of Louisville, Ky. Discussion of subject. Miscellaneous.

Thursday.

9 A. M. Opening.

9.20. Joint session of Examiners' Convention and Teachers' Associa-

2 P. M. Reports of Committees; Reports of Officers; Election of Officers; Miscellaneous.

7 P. M. Social Reunion.

BOOK TABLE.

THE ANALYSIS OF WRITTEN ARITHMETIC; Text Book. By S. A. Felter. New York: Charles Scribner. Pp. 292.

This book has the following characteristics clearly differencing it from most other arithmetics:

- 1. Mental and written or blackboard exercises interspersed. This is a radical change as compared with books of recent date. This feature is more fully maintained in the Primary than in this, the division of the exercises being more nearly equal.
 - 2. Terse, clear formulas of solutions are given. In Addition thus:
 - 1. Statement of problem;
 - 2 Give necessary definitions;
 - 3. Analyze:
 - 4. Give conclusion. If you are making a rule, 5 would be, Deduce the rule. This is valuable.
 - 3. No answer to problems ;—in our opinion correct.
- 4. A greatly increased number of examples under each rule, the number in Addition being 439, in Subtraction 312, in Multiplication, 427, and in Division, long and short, 571.
- 5. It closes with the close of Compound Numbers, including Reduction. We notice further that it discards those senseless terms, "borrow" and "pay," also that not very expressive term, "carry."

This book has enough in it that is new to command actention. New things, unless faulty prima facie, should be tested, hence we hope some teacher skillful in teaching arithmetic will try this work.

THE EXAMINER; or Teacher's Aid. By Alexander Duncan, A. M., late Superintendent of Public Schools, Newark. Cincinnati: Sargent, Wilson & Hinkle.

This book is designed for the use of teachers preparing for examination under school examiner, also for teachers in the examination of their classes. We would add that it will serve the Examiner well, possibly as well as it will either of the other parties, in making out his list of questions preparatory to examination.

It embraces questions on many of the leading principles of Orthography, Reading, Arithmetic, Geography, and English Grammar. In most if not in all of the questions, reference is made to the text book by page, section, or article, where the answer can be found. In many cases, however, inconvenience will arise at this point, namely, the non-possession of the books referred to.

As a suggestive work it will be of decided value, especially to Examiners. We earnestly recommend Examiners to procure it.

AESTHETICS; or the Science of Beauty. By John Bascom, Professor in Williams College. Boston: Crosby & Nichols. Pp. 256.

This is a neat book and a beautiful subject. The paper is superior, the type clear, and the binding firm. In subject matter, it treats as the title indicates of the "Science of Beauty." Surely a beautiful theme is the theme of Beauty. For

Of all contained in this mortal frame, Nought more divine doth seem, Or resemble more the eternal flame Than Beauty's entrancing beam.

The work is a scientific analysis of the principles of beauty, not a panegyric on its effects. In some portions it is even toughly metaphysical, taxing severely the intellect, in others it is more material, inviting a warmer glow of the emotions and a freer play of the imagination. In each, however, the author holds tight the silken thread of his purpose, namely, the Science of Beauty.

A CLASS BOOK OF CHEMISTRY, etc., by Edward L. Youmans, M. D., author of "The Chemical Chart," "Chemical Atlas," "Handbook of Household Science," etc. New York: D. Appleton & Co., 1863.

An excellent work, meeting all the requirements which its title suggests—excellent paper, clear print, attractive and lucid language, excellent arrangement, correct statements. Old errors in chemical science are carefully omitted, and the writer has watched and headed the progress of science. We regret that we received the book too late, had we seen it in time we should have tested its merits in the school room. It is in our opinion the best class book on the subject of Chemistry published in this country.

W. N. H.

HALL'S JOURNAL OF HEALTH.—This is a monthly of about 36 pages, published at New York at 1.00 It is a valuable journal. If well read and its teachings well practiced, more than half the pains and aches of humanity might be avoided; if, as is usual, it be but half read and one tenth practiced, it will be valuable. Here is a part of the truthful motte: "If the people can be thoroughly indoctrinated with the principles of Physiology and Hygiene, they will have very little need of physicians."

For want of room several books and reports lie over.

NEW ADVERTISEMENTS.

H. & T. A. Herman, Philadelphia, No. 958—Pierce's Patent Slate Surface. Spencer, Hatter, Indianapolis, West Washington st., No. 32.

J. H. Paldwin, Indianapolis-Craig's Microscope.

Todd & Carmichael, booksellers, Indianapolis, N. Pennsylvania st., No. 2.

J. McLene, Jeweier, Bates House, Indianapolis.

J. B. Follett, School Record, Indianapolis.

TO THE TEACHERS AND SCHOOL TRUSTEES OF THE STATE OF INDIANA.

NEW YORK, SEPT. 15TH, 1863.

DEAR SIR:

At a meeting of the State Board of Education of Indiana, held at the office of the Superintendent of Public Instruction, March 27th, 1863. Hon. Jas. S. Athon, Secretary of State, Hon. Joseph Ristine, Auditor of State, Hon. M. L. Brett, Treasurer of State, Hon. Oscar B. Hord Attorney General, and Hon. Samuel L. Rugg, Superintendent of Public Instruction and Chairman of the Board, being present, the Superintendent of Instruction submitted to the Board for its approval a revised list of Text Books, which list, after due consideration, was approved and adopted by the Board, as the Text Books for use in the Common Schools of the State of Indiana.

Prominent among the books so recommended, were,

Robinson's Complete Mathematical Series, Wells' Scientific Series, in part, and the Spencerian System of Penmanship.

To facilitate the introduction of these books, and to offer special inducements to Teachers and Town Trustees for their first introduction, we have made special arrangement with

> Bowen, Stewart & Co., Indianapolis, Indiana. John R. Nunemacher. New Albany. Nicholson & Bro.. Richmond. N. P. Stockbridge, Fort Wayne, W. H. Brooks, ir., J. G. Kingsbury, Crawfordsville, Alexander Wilson, Lafayette. W. N. Buckingham. Terre Haute. John Healy, Evansville, H. T. Culver. 44 La Porte. 66 James G. Clark. Salem. 44 L. C. Miles, Logansport, S. C. Griggs & Co., Chicago, Illinois. Moore, Wilstach, Keys & Co., Cincinnati, Ohio.

by which they will keep constantly on hand a supply of the following named books, and furnish from their stores a first supply to Teachers and Town Trustees, for introduction, at the prices named in the FIRST Column. Should any Teacher, however, prefer to order direct from us

sending cash with order, and paying freight from New York, we will send a supply for introduction, at prices named in the SECOND column, viz:

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**	PRACTICAL "	-	45	"	30	"	
66	HIGHER "	-	67	es	45	**	
**	New Elementary A	LGEBR <i>A</i>	, 67	"	45	**	
44	" University	"	1.20	**	76	"	
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"	" Surveying & N	•		"	75	"	
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Writs, N	ATURAL PHILOSOPHY,		94	"	65	46	
	ENCE OF COMMON THE	NGS.	67	"	45	"	
	rst Principles of G	•	. 67	"	45	a	
	n S'm of Penmanship,		•	" p. do	-		

(Extra to the above Mathematical works, for the use of Teachers,

may be had at usual rates.

These liberal terms are for introduction only; afterward, or where already used, regular prices will be charged. Similar arrangements may be made with other Booksellers in other localities, as circumstances may require.

This plan has been adopted in other States, and by the active co-operation of Teachers and School Officers, has been successful and satisfactory.

We shall be glad to hear from you in reply to the above, and to furnish any further information you may desire.

Very truly yours,

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Read the following to

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Willson's School and Family Charts, and Manual; Goold Brown's Grammar of Grammars; Dillon's School History of Indiana; Cutter's Anatomical Plates, and a Franklin Globe.

> SAMUEL L. RUGG, Sup't Pub. Instruction State of Indiana, and Pres't of Board.

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Mill on Liberty, 1.00	Howitt's Hist, of the Supern. 3.00
Hooker's Natural Philosophy I.00	
Roemer on Cavalry, 4.00	Phonetic Text Books.
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Lieber's Instr's for Armies, 25	
	RRILL & CO.
<u> </u>	Glenn's Block, Indianapolis,

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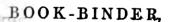
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THE CLEVELAND [O.] TESTIMONIAL

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While the most approved and best adapted utensils for mechanical and agricultural purposes are eagerly sought for and employed, will you not be equally careful in the selection and use of educational means? Read the following from the State Board of Education, and from Teachers and well-known Educators of our State:

EXTRACT FROM MINUTES.

DEPARTMENT OF PUBLIC INSTRUCTION, Indianapolis, March 27th, 1862.

At a meeting of the State Board of Education, began and held at the office of the Superintendant of Public Instruction, on Friday, the 27th day of March, A. D. 1963, at 4 o'clock P. M.; present; Hon. Jas. S. Athon, Secretary of State; Hon. Joseph Ristine, Auditor of State; Hon. Mathew L. Brett, Treasurer of State; Hon. Oscar B. Hord, Attorney General; and Samuel L. Rugg, Superintendant of Public Instruction and President of the Board.

The Superintendant of Public Instruction, submitted to the Board for its approval the fellowing revised, list of maps, charts and text books for use in the Common Schools. Which list, after due consideration, was approved of and adopted by the Board as text books for use in the Common Schools of the State, for instruction in the several branches of learning, to which they relate, to wit:

For elementary instruction in all the branches of learning usually taught in the Common Schools—School and Family Charts by Willson & Calkins, and Manual adapted to use of said charts by Marcius Willson

For instruction in orthography, Willson's Primary Speller.

For instruction in reading,

The School and Family Series of Readers, by Marcius Willson, published by Harper & Bros., New York; Parsons, Adams & Co., Indianapolis; to wit:

The Primer.

The First Reader.

The Second Reader.

The Third Reader.

The Fourth Reader.

The Fifth Reader.

For instruction in arithmetic and mathematics.

Robinson's Complete Series; published by lvison, Phinney & Co., New York; Parsons & Adams, Indianopolis.

For instruction in History, Philosophy, &c.

Dillons School History of Indiana.

Wells' Natural Philosophy.

Wells' Science of Common Things.

Wells' First Principles of Geology.

For instruction in music,

"The Star of the West," or Progressive Music Reader, by James A. Butterfield; published by Parsons, Adams & Co., Indianapolis.

The Board in revising the list of text books for instruction in the Common Schools of the State, has not been unmindful of the importance of that measure, and of its duty to the schools in furnishing them with the improved facilities for instruction, which have been developed by time, and tested by experience.

The educational interests of the State require, and receive, the constant solicitude and watchfulness of those to whom said interests are, by the law, committed. Within the past few years important improvements have been made in the means and methods of education. That which was best ten years ago, has, in many instances, been excelled by the productions of later years, thus rendering necessary occasional changes in text books for the use of the Common Schools. The Books and Charts of the School and Family Series, by Marcius Willson, and published by Harper & Brothers, are decided improvements in the line of educational agencies. They are new in plan, and new in the application of natural principles to the art of instruction; and they differ widely from all other Charts and Readers in our Schools. But new though they are, they have been fairly and extensively tested in a large number of the best conducted Schools of the country, with highly satisfactory results.

The lessons which the Readers contain are chosen with great discrimination and great taste, and they present a wide range and great variety of literary, scientific and miscellaneous matter. The several books of the series are not only appropriately graded and happily adapted to the progress of the pupil in the art of reading, but they introduce to him the natural sciences in so elementary and pleasing a way, that their principles, many of their details, and a tolerable knowledge of their application to the affairs of life, are acquired while learning to read. The manner in which the whole is presented is as interesting, as the matter is instructive and profitable. The Charts, Manual and Readers are essential accompaniments of each other, and should, when it is possible, go into the Schools together.

The Board commend them to the Schools of the State.

In Writing and Book-Keeping there is no change in text books.

In Arithmetic and Mathematics, Robinson's complete series is substituted for Ray's, a change, which, it is believed, will be very cordially and heartily welcomed by the teachers of the State.

Wells' First Principles of Geology is added to the list of text books upon the Natural Sciences.

The Star of the West, or Progressive Music Reader, by James A. Butterfield, and published by Parsons, Adams & Co., of Indianapolis, is adapted for instruction in Music. The elementary portion of it is simplified and very instructive. Its music is adapted to the use of the Common Schools, and much of the poetry by a lady of this city, our talented and esteemed friend, Mrs. Sarah T. Bolton.

SAMUEL L. RUGG.

Superintendent of Public Instruction, and President of the Board.

(From Prof. G. W. Hoss, Supt. of Public Schools of Indianapolis.)

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DRAM SEES:—Through your courtesy Willson's Readers have been received; also examined to the extent that my duties would permit.

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Truly yours,

GEORGE W. HOSS.

IPDEAMAPOLIS, April 9, 1863.

(From Rev. L. G. Hay, Principal of Hay's Academy for Boys, at Indianapolis.)

INDIANAPOLIS, April 10, 1863.

I have examined Willson's Readers with some care. The smaller ones, Nos. 1 and 2, strike me as peculiarly good, both in matter and style, and so beautifully printed as to win the instant regard of children. No. 5, which I have introduced into my school, seems to combine what I have long looked for in a reading book—valuable instruction given in the form of a good reading exercise.

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Principal Hay's Academy.

(From Rev. Mr. Sturdevant, Principal of the McLene Female Seminary.) Mosere. Parsons, Adams & Co.:

I have examined Willson's School and Family Readers, and Willson & Calkins Charts with considerable care, and my convictions are strong that they combine more excellencies than any work of the kind now before the public.

They compare favorably, in paper, typeology and general execution with the best works now published, and they greatly surpass others in the attractions which they present and the matter which they contain.

The student who passes over and faithfully studies these works, must acquire, not only a good electrical, but, incidentally, a vast fund of most practical and valuable information in many of the Natural Sciences.

CHAS. STURDEVANT.

President Ind., Female Seminary.

INDIANAPOLIS, April 22, 1868.

(From Cyrus Smith, School Examiner for Marion County.)
Acron, April 7, 1863.

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C. SMITH.

(From J. W. Knight, Principal of Evansville Grammar School, and County Evandner of Vanderburgh Co., Indiana.)

FRIEND ———: "Willson's Readers, which you so kindly sent me, were promptly received. I have long desired a series of readers differing materially from McGuffey's. Though his new series is a great improvement over the old, so far as it regards the graduation, it yet lacks much in that respect; there being many selections in each number of the series, and especially in the higher numbers that pupils into whose hands they are intended to be placed, can not comprehend, without more labor on the part of the teacher, than most teachers have time to apply. In fact, if the teacher had the requisite time, it could not be economically spent upon subjects that pertain to more mature minds.

My time could be much more profitably spent in teaching and explaining things of more immediate and practical utility. Reading lessons should be either very interesting or very instructive, and within the easy comprehension of the pupil. I do not believe that free, easy and natural tones can be cultivated where those conditions are wanting in the reading book.

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- " HON. WM. R. GRIFFITH, STATE SUPT. OF Kansas.
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From Hon MILES J. FLETCHER, State Superintendent of Public Instruction.

Indianapolis, Ind., June 21, 1861.

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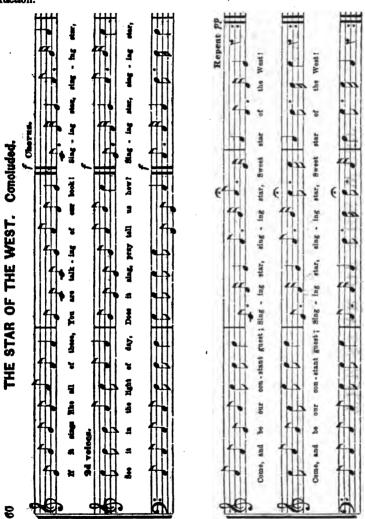
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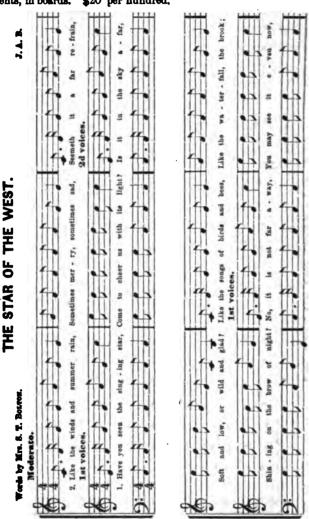
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DEPARTMENT OF PUBLIC INSTRUCTION, I Indianapolis, March 27th, 1863.

The Fourth Beader,

·7 .

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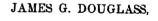
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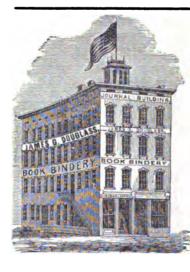
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Thanks for these good opinions, with the hope that the Journal may never cease to be worthy of them. Many commendatory opinions of teachers could be inserted from letters to the Journal, but we deem it unnecessary to add others.—[ED.

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